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ABSTRACT

The revised North Carolina Standard Course of Study has moved from a detailed, prescriptive curriculum guide to a more flexible instructional guide, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. Based on recent research on how students learn, it emphasizes thinking skills and problem solving more than the memorization and recall of information. This social studies guide contains the following components: "Social Studies Overview," "Purpose and Philosophy," "Framework Goals," "Rationale for Social Studies," "Content Overview: The Role of Disciplines in the Curriculum," "Rationale for Content Organization," "Recommended Content Sequence," "Skills in the Social Studies Curriculum," "Introductions to Grade Spans," "Grade or Course Overviews," "Goals and Objectives," and "Skill Application Examples." The second part of the guide describes the expected competencies to be achieved in each grade, K-12. (BB)

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NORTH CAROLINA
STANDARD COURSE OF STUDY
AND
GRADE LEVEL COMPETENCIES SOCIAL STUDIES K-12

SO 032 244

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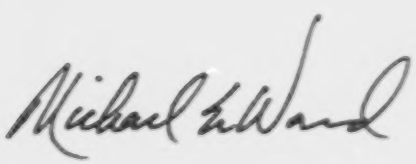
FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occured in 1985. The 1985 ***Standard Course of Study*** reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study***. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.



Michael E. Ward
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the ***North Carolina Standard Course of Study*** would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task,
- office support staff in instructional services who, in addition to their on-going responsibilities, word processed the revised documents,
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- the Communications and Information Division for technical assistance in the publication of the documents,
- Association for Supervision and Curriculum Development (ASCD) for allowing its ***Dimensions of Thinking*** to serve as a framework for this revision process,

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.

I. INTRODUCTION

I. INTRODUCTION

Background and Overview

North Carolina has maintained a Standard Course of Study since the 1890's. That document was a brief, simple guide which outlined the curriculum for the public schools. Every five to seven years since that time, the ***Standard Course of Study*** has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the ***Standard Course of Study***. These efforts to define a basic education program for the State resulted in two publications:

- ***The Basic Education Program for North Carolina's Public Schools*** (Adopted by State Board of Education in response to a legislative mandate) - outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the state.
- ***The North Carolina Standard Course of Study*** (Adopted as policy by the State Board of Education) - sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and workforce development education. Also included are the philosophy and rationale underlying the curriculum frameworks and considerations for developing a thinking framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

The revised ***Standard Course of Study*** has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised ***Standard Course of Study*** is based on recent research on how students learn. It is a curriculum that promotes integration through the identification of common skills and processes.

The ***Standard Course of Study*** includes the curriculum that should be made available to every child in North Carolina's public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Required subjects and courses are outlined on page xiv of the ***Standard Course of Study***. Finally, the ***Standard Course of Study*** is part of the Department of Public Instruction's continuous improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

Philosophy and Rationale

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to compete in a global economy, to understand and operate complex communication and information systems, and to apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today's information-based society. Whether at work or in post-secondary study, students must be able to apply what they have learned from their years of public schooling.

The purpose of the North Carolina ***Standard Course of Study*** is to guarantee that all students have access to equal education. If public education is an avenue to equal opportunity, high standards must be set for all students. ***The Standard Course of Study*** does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

Curriculum Integration

The Department of Public Instruction views integration as a curriculum implementation strategy which links the content and skills from various disciplines. There are various models of integration which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

Integration:

- Mirrors the real world in which we live.
- Motivates students by making learning relevant to their personal lives.
- Adds coherence to vast amounts of information by making connections among disciplines.
- Addresses the overcrowded curriculum by viewing content as a "means" not an "end."
- Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking processes.
- Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students simply to memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgements, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must model thoughtful behavior - decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

The Department of Public Instruction has adopted ***Dimensions of Thinking**** (1988) as the framework for the revised curriculum. The more recent work, ***Dimensions of Learning*** (1994), builds on the theory and research from ***Dimensions of Thinking*** and provides direction from a practitioner's perspective.

Dimensions of Thinking

- Thinking Skills: These are specific cognitive operations - the building blocks of thinking. Examples are observing, recalling, comparing, and ordering.
- Thinking Processes: These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- Creative Thinking: This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- Critical Thinking: This is reasonable, reflective thinking - deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- Metacognition: This is the awareness of one's own self as a thinker.

* Marzano, R. J. et. al. (1988). ***Dimensions of Thinking,*** Alexandria, Va.: Association for Supervision and Curriculum.

Alignment of Curriculum and Assessment

The North Carolina ***Standard Course of Study*** sets content standards for what students should know and be able to do. The North Carolina ABC Accountability Plan establishes performance standards which specify the level of proficiency a student must reach in order to have met specific content standards. These performance standards are indicators of proficiency and include both the nature of evidence (essay, multiple choice response, open-ended, and performance) and the quality that is expected (acceptable to exemplary).

A balanced state assessment program serves dual purposes - informing about instruction and ensuring accountability. Accountability measures are the means of checking broadly to determine what has been learned within the school or Local Education Agency. These assessments allow for corrections in instructional focus and are useful in determining the degree to which the needs of all students are being met. These data also help teachers determine a student's progress from year to year. Accountability measures consider the timely and accurate reporting of information to parents and the public.

Assessments of individual student progress are multifaceted and document student progress over time. They are planned and administered by the classroom teacher and are focused on improving learning and promoting quality and depth in student work. These assessments make use of various resources such as instructional management systems (test item banks) and classroom-based assessments. They encourage the observation of process and the collection of student products. These assessments encourage student, teacher, and parent conferences where individual student progress is discussed and future instruction is planned.

The Department of Public Instruction has established procedures to evaluate both the state curriculum and assessment program. Decisions about instruction and assessment will be aligned to reflect the interrelated nature of the learning process. Future changes in the scope and form of assessments will reflect changes in the ***Standard Course of Study***.

Programs for Children With Special Needs

The Purpose of Programs for Exceptional Children

The main purpose of exceptional children programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 of Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

Content Sequence and Learning Outcomes

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English Language Arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning outcomes - knowledge, skills, concepts understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of graduation.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

State of North Carolina Graduation Requirements

* 4	units in English: Eng. I, Eng. II, Eng. III, Eng. IV
3	units in mathematics, one of which must be Algebra I
**3	units in social studies, one of which must be Government & Economics, one in United States History and one in world studies
*3	units in science, one of which must be biology, one a physical science, and one earth environmental science
1	unit in health and physical education
6	units designated by the LEA, which may be undesignated electives or courses designated from the NC Standard Course of Study
20	units

* Effective with the entering freshman class of the 1998-99 school year.

** As of March 13, 1997, the State Board of Education action requires students to take Economic, Legal and Political Systems (ELPS) in order to receive credit in government and economics. Exceptions are the following:

- Students who have already met the requirements of government and economics.
- Students registered for government and economics for either 1997 summer school or the 1997-1998 school year.
- Students who transfer from another state that have already met the requirement.

II. Course Of Study For Subject And Skills Areas

Acknowledgments

The social studies consultants of the Instructional Services and Accountability Division of the North Carolina Department of Public Instruction acknowledge with gratitude the cooperation and assistance we have received from individuals and groups during the 1997 revision process of the social studies curriculum.

We wish to express appreciation to the following for their insightful reactions and feedback to early drafts:

- teacher review groups
- LEA social studies curriculum supervisors
- higher education social studies teacher educators
- parent focus groups.

We are indebted to the National Council for the Social Studies for its work on national curriculum standards as cited in **Expectations of Excellence**: **Curriculum Standards for Social Studies.** Effort has been made to correlate these standards with the role of the disciplines in the North Carolina K-12 social studies curriculum.

The involvement of the educational community in the revising of the social studies curriculum into a framework format makes it a document that is flexible enough to allow teachers to use their expertise and creativity as they address designated goals and objectives while meeting individual needs of the children of North Carolina.

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Social Studies Overview

Introduction

The social studies curriculum has been revised. A new *Social Studies Standard Course of Study Framework* and a support document entitled *Teacher Handbook – Social Studies K-12* have been developed. The goals and objectives of the framework closely parallel the national social studies curriculum standards and also reflect the national content standards for history, geography, civics and government, and economics. They provide guidance for implementing the strands for each of the social science disciplines in the framework – history, geography, economics, political science, and anthropology/psychology/sociology.

Process

The social studies consultants led the revision and reformatting of the social studies curriculum. They conducted review sessions across the state. Teachers, curriculum specialists, and social studies teacher educators from colleges and universities reviewed the draft documents. As each group gave feedback, revisions were made. In addition, draft copies were sent to curriculum specialists, social studies department chairs and lead teachers. These individuals conducted small-group review sessions, which included parents. These sessions yielded feedback on each grade level and course, and gave all districts in the state an opportunity to respond.

Purpose

The *Social Studies Standard Course of Study Framework* and *Teacher Handbook – Social Studies K-12* are designed to give direction and support to teachers and curriculum specialists as they plan for instructional design and delivery. The framework is designed to meet the statutory requirements of the state curriculum. It specifies the "what," or content to be taught, while allowing flexibility at the local level in deciding "how," or the strategies for instruction.

Goals

The goals for the curriculum review were the following:

- to elaborate clearly the essential content and skills of the social studies curriculum K-12
- to make the disciplines and skills competencies more prominent
- to maintain the integrity of the major concepts in the curriculum and the current content sequence K-12.

Features

The social studies framework and handbook emphasize the following:

- integration of knowledge, skills, and attitudes within and across the disciplines, with increased emphasis on reading, writing, and mathematics
- preparation for citizenship, contributing to work force preparedness
- critical and creative thinking processes, in particular, problem solving, decision making, and planning
- interactive, participatory learning which promotes the development of constructive interpersonal relationships.

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- correlation to national content standards:
  - National Standards for Civics and Government
  - National Standards for Geography
  - National Standards for History
  - National Standards in Economics
- correlation to national curriculum standards: (see page 6-14)
  - National Social Studies Standards – Ten thematic strands:
    I. Culture
    II. Time, Continuity, and Change
    III. People, Places, Environments
    IV. Individual Development and Identity
    V. Individuals, Groups, and Institutions
    VI. Power, Authority, and Governance
    VII. Production, Distribution, and Consumption
    VIII. Science, Technology, and Society
    IX. Global Connections
    X. Civic Ideals and Practice

Expectations of Excellence: Curriculum Standards for Social Studies

Format

The framework and teacher handbook outline goals and objectives for each grade K-12. The content sequence chart is intended to emphasize the following:

- the increasing sophistication of content for each level
- the logical nature of the study of regions and places
- the contributions of the major disciplines to the social studies sequence.

Grade span introductions in the framework provide an overview of the suggested content scope and sequence according to the following levels:

- primary (K-3)
- elementary (4-5)
- middle (6-8)
- secondary (9-12).

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Social Studies Overview

In addition to grade span introductions, the teacher handbook also contains introductions or descriptions for each grade level or course. These descriptions further support the sequence chart and grade span introductions by suggesting the scope of the level or course and how it might be organized. These features give direction to teachers and curriculum specialists as they plan for instruction.

For grades K-7, the goals and objectives are clustered by and labeled according to the social science disciplines as follows:

- anthropology/psychology/sociology
- economics
- geography
- history
- political science.

This organizational pattern emphasizes that the discipline strands are present at each grade level. Beginning with grade eight and continuing at the secondary level, each course, such as United States History or World Cultures, relates to one or more of these disciplines. Goals and objectives are also provided for each of the elective courses at the secondary level. For the courses in grades eight through twelve, labels or headings for each goal indicate specific topics, such as Scarcity or Foundations of Culture, or time periods or eras, such as Colonial-Revolutionary Era or World War II.

Skills

The social studies framework identifies four skills which are to be taught within the context of applying knowledge. Through a sequentially developed K-12 program, students are given numerous opportunities to practice, refine, and apply the following broad skills:

- acquisition of information from a variety of sources
- use of information for problem solving, decision making, and planning
- development of skills in interpersonal relationships and social participation
- promotion of civic participation.

In the framework, the skills narrative identifies an instructional model for the natural integration of content and skills. For each of the four skills, further elaboration and specific examples are provided. Descriptions of how the skills may be applied at each level, primary and elementary, middle, and secondary, are also provided in the skill narrative of the framework. In the teacher handbook, skills application examples are suggested for each grade and course to illustrate how the skills might be emphasized at that particular level.

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Social Studies Overview

As with the content goals and objectives, the four skills of the social studies curriculum are highly correlated with essential skills identified in the national social studies curriculum standards and with skills emphasized in the national content standards for civics and government, geography, and economics.

The following are important reminders to teachers concerning how skills should be viewed and taught in the social studies curriculum.

Reminders About Skills

Skills should...	**Skills should <u>not</u>...**
be an **integral component** of the curriculum	be viewed as an **add-on** component
be emphasized **equally** in **all grade levels** and **courses K–12**	be viewed as the responsibility of **primary** or **elementary** level instruction only
reflect **natural integration** of content and skills	be taught in **isolation**

Equally important are the following reminders about the skill application examples which are provided for each grade level and course in the teacher handbook. These reminders serve to dispel any misconceptions that might arise concerning the intended purpose and use of the examples.

Reminders About Skill Application Examples

Skills application examples should...	**Skills application examples should <u>not</u>...**
be used to **elaborate** on the skills narratives on pages 18-23	be viewed as a **finite, inclusive** set of examples
be viewed as **examples** of how skills can be **applied to content**	be viewed as **separate** objectives or mandated objectives **in addition** to content objectives
be viewed as merely **suggested** activities	be viewed as **required** activities

Use of the Social Studies Standard Course of Study Framework and Teacher Handbook – Social Studies K-12

Definitions

The *Social Studies Standard Course of Study Framework* identifies what students are expected to know and be able to do as a result of a balanced and effective social studies program. The *Teacher Handbook - Social Studies K-12* provides focus and direction for instructional design. It allows for flexibility and creativity in instructional delivery.

Handbook Purpose

Neither the *Framework* nor the *Handbook* are intended to be stand-alone guides for instruction. Rather, these documents define the curriculum in very broad terms and are designed as beginning points for planning. The *Handbook* contains everything in the *Framework* and provides additional information intended to help teachers as they plan and organize for instruction. If teachers have copies of the *Handbook*, they will not need the *Standard Course of Study Framework*. Support documents such as *Planning for Social Studies Instruction* can assist teachers in fully implementing the curriculum as it designed to be used.

Caution

The curriculum goals and objectives should provide the scope of a grade or course, rather than content of a textbook or some other instructional resource.

Essential Components

Before beginning instructional planning, all teachers regardless of grade or course assignment, need to understand the following components of the *Framework*:

- Social Studies Overview
- Purpose and Philosophy
- Framework Goals
- Rationale for Social Studies
- Content Overview: The Role of Disciplines in the Curriculum
- Rationale for Content Organization
- Recommended Content Sequence
- Skills in the Social Studies Curriculum
- Introductions to Grade Spans
- Grade or Course Overviews
- Goals and Objectives
- Skill Application Examples.

Caution

These components provide a foundation and outline the scope of the K-12 social studies program. In order for teachers to have a context for their grade or course, it is essential that the first twenty-five pages of the framework be provided along with the goals, objectives, and skill application examples for their specific grade or course. Attempts to use the goals and objectives in isolation may result in a fragmented approach to instructional design and delivery.

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Use of the Social Studies Standard Course of Study Framework and Teacher Handbook – Social Studies K-12

Curriculum Articulation

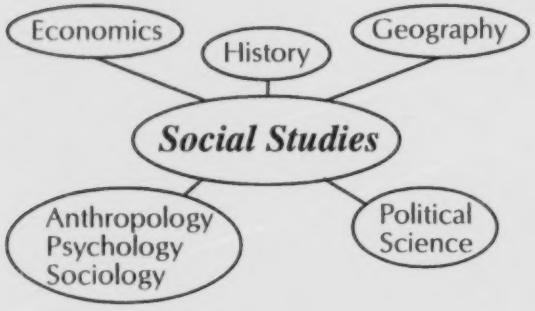
It is **equally important** for **all teachers** to have a basic understanding of the content that **precedes** and **follows** their grade or course. Such an understanding is necessary in order for them to be able to convey the **interconnective nature** of the curriculum to students.

Primary Level

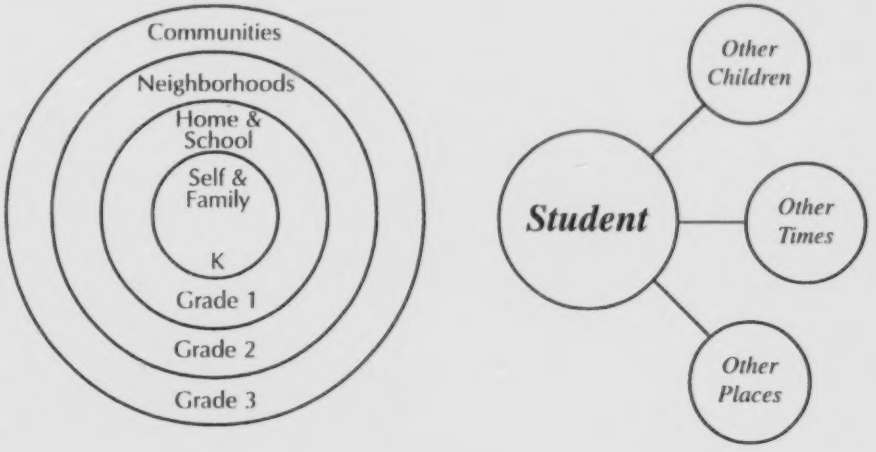
The presentation of the curriculum follows a clearly defined and deliberate pattern. The characteristics of the **primary level program (K-3)** include the following:

- **an interdisciplinary approach** - students are introduced to important concepts and generalizations from history and the social science disciplines
- **focus on extending students' perspectives**
  - studies begin with immediate surroundings familiar to children and proceed deliberately to children and families, homes and schools, neighborhoods and communities in other environments
  - students build increasingly sophisticated concepts and generalizations as they enhance their ability to examine the perspectives of other children in **other times** and in **other places**
- **developmental appropriateness** - although young children have little understanding of formal chronology, it is important to include "then and now" concepts and content so that family history, local history, celebration of holidays, and selected historical case studies can be understood.

Interdisciplinary Approach



Extending Students' Perspectives



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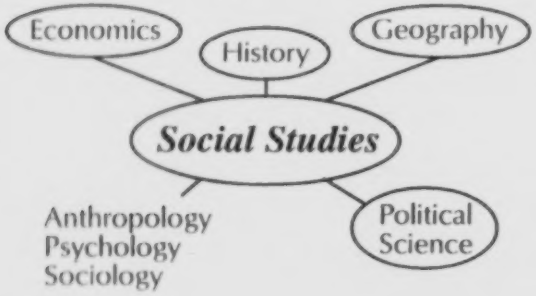
Use of the Social Studies Standard Course of Study Framework and Teacher Handbook – Social Studies K-12

Elementary/ Middle Level

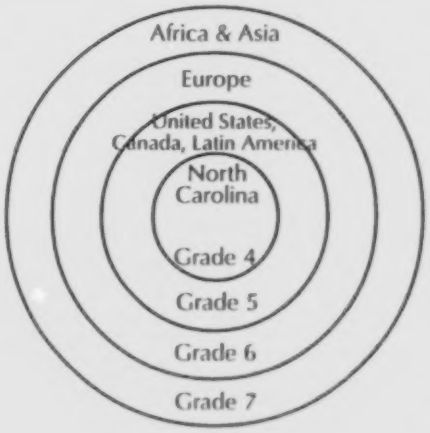
The **elementary** and **middle level (grades 4-7)** programs are characterized as follows:

- **the extending students' perspectives approach** is continued from the primary level
- **by the end of grade seven**, students are systematically introduced to the world
- **organizing questions**, based on the social science disciplines, provide students a framework for studying and analyzing **regions**
- **an interdisciplinary approach** continues to be used; however, **cultural geography** is emphasized at this level.

Interdisciplinary Approach



Extending Students' Perspectives



Organizing Questions

Who are the people and what are their beliefs and values?
Focus: Anthropology/Psychology/Sociology Goals 1 & 2

What is the environment in which the people live?
Focus: Geography Goals 3,4,5 & 6

How is the society organized?
Focus: Political Science Goals 7 & 8

How do the people of this society make a living?
Focus: Economics Goals 9 & 10

How has this society changed over time?
Focus: History Goals 11 & 12

High School

The **secondary level** program is characterized as follows:

- **beginning in grade eight** and **continuing through the secondary level**, the **course content** is **based** in **one or more disciplines**
- while courses at this level focus more on **one discipline**, such as history, **other disciplines** are **integrated** in the courses
- the understanding of the **interconnectiveness of major ideas and concepts** enhances the student's total perspective at this level
- the **three graduation requirements** at the secondary level are an **extension of the K-7 program**
- they provide a **core of social studies content** that can be enhanced and further developed through the **study of electives**.

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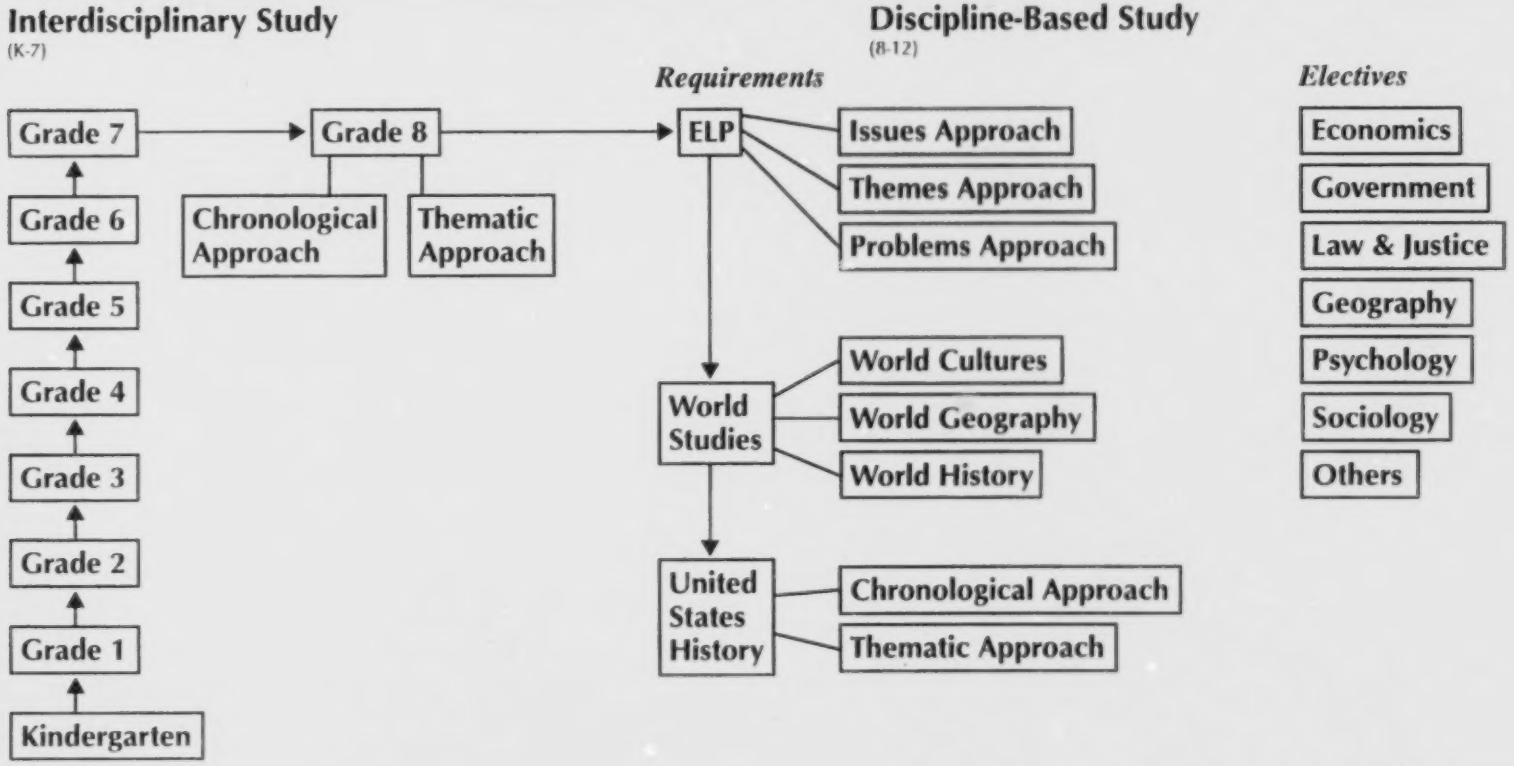
Use of the Social Studies Standard Course of Study Framework and Teacher Handbook – Social Studies K-12



Recommended Sequence

The secondary level content sequence outlined in the framework is **recommended, not required**; however, there is a **solid rationale** for that specific suggested sequence. Concepts and generalizations developed as students proceed from grade eight to ELP to world studies contribute to more in-depth study of United States history.

Local systems or individual schools may choose to vary the sequence for equally compelling reasons; however, consideration should be given to the impact of these changes on subsequent courses. The integrity of the content can be maintained while variations are made to accommodate students' needs, instructional approaches, and scheduling decisions.

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Purpose and Philosophy

What is Social Studies?

Social Studies Defined

In 1992, the Board of Directors of National Council for the Social Studies, the primary membership organization for social studies educators, adopted the following definition: *Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.* ***(The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.)***

NC Framework

The goals and objectives of the *Social Studies Standard Course of Study Framework* closely parallel the national social studies curriculum standards. The national content standards for history, geography, civics and government, and economics support the North Carolina framework. They provide guidance for implementing the strands for each discipline in the framework. The North Carolina framework is designed to meet statutory requirements of the state curriculum and to provide a balanced and effective social studies program for all students.

Nature of Social Studies

Social studies is taught in kindergarten through grade 12 in schools across the nation. As a field of study, social studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class (perhaps called "social studies") and sometimes in separate discipline-based classes within a department of social studies. Two main characteristics, however, distinguish social studies as a field of study: it is designed to promote civic competence; and it is integrative, incorporating many fields of endeavor.

Civic Competence

Social studies programs have as a major purpose the promotion of civic competence – which is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen..." in our democratic republic. Although civic competence is not the only responsibility of social studies, nor is it exclusive to the field, it is more central to social studies than any other subject area in the schools.

Integration of Knowledge, Skills, and Attitudes

K-12 social studies programs integrate knowledge, skills, and attitudes within and across disciplines. Integrated social studies programs across the nation take many forms, varying in the amount and form of disciplinary integration. At primary and elementary levels, children often learn through opportunities that are highly integrated across several disciplines. These frequently take the form of units constructed around themes. For example, teachers using the theme "time, continuity, and change" would likely engage young learners in studies using history, science, and language arts.

As students proceed to middle and higher levels, social studies programs may continue to be highly integrated and, in some cases, planned by interdisciplinary teams of teachers (for example, social studies, science, mathematics, humanities). Alternatively, programs may be planned as interdisciplinary courses or more exclusively linked to specific disciplines (for example, a history course that also draws from geography, economics, political science).

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Purpose and Philosophy

Disciplines Provide Perspective

Social studies programs help students construct a knowledge base and attitudes drawn from academic disciplines as specialized ways of viewing reality. Each discipline begins from a specific perspective and applies unique "processes for knowing" to the study of reality. History, for instance, uses the perspective of time to explore causes and effects of events in the past. Political science, on the other hand, uses the perspective of political institutions to explore structures and processes of governing.

It is important for students in social studies programs to begin to understand, appreciate, and apply knowledge, processes, and attitudes from academic disciplines. In addition, discipline-based learning draws simultaneously from several disciplines in clarifying specific concepts.

Changing Nature of Knowledge

Social studies programs reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity. Over the last fifty years, the scholarly community has begun to rethink disciplinary boundaries and encourage more integration across disciplines. This process has been spurred by pressures such as the following:

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to data bases that are cross-disciplinary and multidisciplinary as well as to scholarly works.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

The Importance of High Expectations

The more accurately the K-12 social studies program addresses the contemporary conditions of real life and of academic scholarship, the more likely such a program is to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future.

(Adapted from: *Expectations for Excellence: Curriculum Standards for Social Studies*)

Framework Goals

Balanced K-12 Curriculum

A balanced and effective K-12 social studies program prepares students to be active, informed, and responsible citizens. Social studies increases students' awareness of their world, their nation, and their state, giving them fundamental understanding of their own society and others both past and present. Students acquire and perfect skills of individual and group inquiry and examine a broad range of peoples and cultures. Students gain from social studies programs the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. They are prepared, as a result of their social studies education, to deal with present, recurring, and unforeseen problems.

Overall Goals

Students successfully completing a balanced and effective social studies program:

- possess civic understanding and accept their responsibilities as citizens in a democratic society
- are proficient in the skills of information acquisition; information use for problem-solving, decision-making, and planning; interpersonal relationships and social participation; and civic participation
- possess the ability to apply concepts, generalizations, and theories to analyze and explain:
  - the structure, function, and operations of the economic, social, and political institutions of the United States and other societies and the economic, social, and political behavior of people
  - the historical development and unique characteristics of past and present societies
  - persistent issues and problems
  - basic geographic concepts
- demonstrate values consistent with the fundamental tenets of democracy
- exhibit constructive attitudes toward change, conflict, diversity, and uncertainty
- demonstrate concern for others and for the environment

Core Curriculum

Social studies should be included in the program of study for all students. Social studies provides a context for students to use the skills introduced in other areas as they learn to understand and practice the art of living and working together in a productive and constructive manner. Social studies provides a framework through which essential skills and other subjects may be integrated.

Rationale for Social Studies in the School Curriculum

Historical Basis for Civic Education

Beginning with a 1642 law in Massachusetts that called for an understanding of the "capitall lawes of country" and continuing to this day, citizenship education has been a primary responsibility of the public school system. Moses Mather wrote in 1775 that "the strength and spring of every free government is the virtue of the people; virtue grows on knowledge, and knowledge on education." Indeed, the Massachusetts Constitution of 1780 declared that "wisdom and knowledge" were "necessary for the preservation of...rights and liberties." North Carolina's founding fathers had displayed that same emphasis on education four years earlier when they included an article on that very subject in our state's first constitution.

Thomas Jefferson stated this responsibility:

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be...I know of no safe repository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

Rights and Responsibilities

Rights imply responsibilities, and the preservation of rights suggests the exercise of responsibilities. Yet, if citizens cease to know either the breadth of their liberties or the limits of their government, the preservation of the great American experiment begun in 1776 must become far less secure. Our notion of literacy must extend beyond fundamentals as traditionally conceived. There must exist an essential educational ingredient that encompasses civic education, a body of knowledge that is addressed in social studies. Although many other institutions, forces, and experiences do educate, the only place where this knowledge will be taught to everyone is in the public schools.

Cultural Transmission

The nature of what is to be taught under the rubric of civic education has changed, is changing, and will remain a subject for debate. Educating for effective citizenship had a fairly limited and specific meaning when the nation was young, the economy agrarian, and the population fairly homogeneous. As the nation has grown, become less isolated, become more pluralistic and has been affected by advancing technology, civic education has become more complex. One mission of social studies continues to be the transmission of culture.

Dynamic Context

Today it is possible to know more about our world faster and easier than ever before. It is the task of social studies education to make sense of this changing knowledge of our world by placing it in perspective.

Since we cannot predict what specific knowledge and behavior will be demanded in the future, we must concentrate on educating citizens who will be able to solve problems that cannot presently be foreseen. Tomorrow's citizens must effectively analyze information, resolve problems, and make informed choices. Since the future is uncertain, it is necessary to prepare students to be scholarly, exercise leadership, and support democratic ideals.

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Rationale for Social Studies in the School Curriculum

International Perspective

In the education of citizens, our schools cannot safely ignore the increasing interdependence and diversity of the world. Our own economic and political well-being is inextricably bound up in the well-being of the world. We must educate citizens to cope with the reality that events across vast oceans can and do significantly influence what happens at home.

Knowledge of people distant from us in time and space is not only instructive but imperative since we are thoroughly dependent on other people. All our technological advances make the world an even smaller place, in which the power of the individual for good or evil is immensely increased. More than ever, societies of the future will be dependent upon caring, responsible citizens who are willing and able to think and act individually and collectively and who recognize that all people share more commonalities than differences.

Civic Education

Within our schools, social studies has traditionally accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. The teachings of the disciplines that comprise the social studies contribute distinctively to civic education.

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Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

History

The study of **HISTORY** places human beings and their activities in time. A knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with problems and the success or failure of their solutions. It is unique in that it teaches the impacts of the past in shaping the world of today and in determining the options open to us. History can teach both the burdens the past has placed on us and the opportunities these burdens can provide.

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. Knowing how to interpret and reconstruct the past allows one to develop a historical perspective and to answer questions such as:

Essential Questions

- Who am I?
- What happened in the past?
- How am I connected to those in the past?
- How has the world changed and how might it change in the future?
- Why does our personal sense of relatedness to the past change?
- How can the perspective we have about our own life experiences be viewed as part of the larger human story across time?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?
- What can we learn from the past about how new technologies result in broader, unanticipated social change?
- How can we cope with the ever-increasing pace of change?
- Should historical personalities and events be judged by current norms?

Primary/Elementary

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history.

Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

History continued

Middle

In the middle grades, students continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to the world.

High School

High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a broader conception in which continuity and change are linked in time and across cultures. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

(From *Expectations of Excellence: Curriculum Standards for Social Studies,* Strands: I. Culture; II. Time, Continuity and Change; VIII. Science, Society, and Technology; and IX. Global Connections)

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Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

Geography

The study of **GEOGRAPHY** gives students a spatial perspective. The goal of geography is to produce a geographically-informed person who sees meaning in the arrangement of things in space and applies a spatial perspective to life situations.

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as:

Essential Questions

- What are physical and human characteristics of places?
- Why are things located where they are?
- What is the significance of the location of things?
- What patterns are reflected in the groupings of things?
- What do we mean by region?
- How do landforms change?
- What implications do these changes have for people?
- How do humans modify the environment?
- What geographic tools are needed in a given situation?
- How do physical systems affect human systems?
- How are important resources distributed on the earth's surface?

This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment.

Primary/Elementary

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment. Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale.

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Geography continued

Middle

During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes.

High School

Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

(From *Expectations of Excellence: Curriculum Standards for Social Studies,* Strands: I. Culture; III. People, Places, and Environments; VIII. Science, Society, and Technology; and IX. Global Connections)

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Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

Economics

ECONOMICS is the study of how people cope with their environment and each other as they try to satisfy their needs and wants.

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have unlimited needs and wants, but they live in a world which surrounds them with limits. A fundamental condition of life is that there is not enough time, money, energy, nor other resources to satisfy everyone's needs and wants. To make the best use of scarce resources, both individuals and groups must choose wisely among the nearly limitless alternatives available to them.

Economics can be thought of as responsible decision making, by choosing among alternatives. Choices (decisions) have consequences and some choices lead to better consequences than others.

The purpose of economics is to provide practical tools for evaluating alternatives before making a decision. A good economic education should also help one develop the disposition and the ability for making decisions based on reason rather than some of the other things which seem to influence decisions such as impulse or peer presure. Doing so helps individuals and groups make the most out of life.

As they study economics, students should learn the following:

- to prioritize needs and wants
- to allocate resources to satisfy needs and wants
- to develop their own human capital and other resources
- about the world of work
- the relationship between the quality of life in a community and the vitality of the economy
- to promote the responsible use of community resources
- the responsibilities and the opportunities offered by a private enterprise economic system
- to understand and support an appropriate role for government in economic affairs.

Essential Questions

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to fundamental questions:

- What is scarcity?
- Why does scarcity make economic choice necessary?
- Can the free market solve the problems of society?
- What are producers and consumers?
- What is economic interdependence?
- What economic choices must every society make?
- What role should the government play in our economy?
- Are business-cycle fluctuations inevitable?

Economics continued

Essential Questions

- Are taxes necessary?
- How are prices determined in a competitive market?
- What is to be produced?
- How is production to be organized?
- How are goods and services to be distributed?
- What is the most effective allocation of the factors of production (land, labor, capital, and management)?
- How free should international trade be?

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making.

Primary/Elementary

Instruction in economics should begin early to help very young students learn to understand and use a basic economics vocabulary and elementary economic principles. They can distinguish between needs and wants and can prioritize each. Young learners begin to see the consequences of their individual and group decisions. They are also able to develop the habit of taking a reasoned and responsible approach to decision-making.

Middle

Middle school students should be able to apply economic concepts and principles in a wide array of real and hypothetical circumstances. In this way they should be able to analyze relatively simple situations and issues and then predict outcomes and prescribe policies. They should also be able to defend their position on various issues which have some economic content.

High School

High school economics should build on what students learn in middle school. The questions remain much the same but the answers get more sophisticated. Because these older students are able to deal with greater levels of abstraction, they should be able to analyze and predict with greater degrees of sophistication. High school economics should include perspectives from the other social sciences, especially history, political science, and geography.

(From *Expectations of Excellence: Curriculum Standards for Social Studies,* Strands: I. Culture; VII. Production, Distribution, and Consumption; and VIII. Science, Society, and Technology)

Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

Political Science

Knowledge of **POLITICAL SCIENCE** includes understanding political institutions: why they exist, how they function, and how each institution relates to all others. Only with this knowledge can citizens participate effectively and creatively in their political/legal system.

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, governance. and the ideals, principles, and practices of citizenship in a democratic republic.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

Essential Questions

In exploring this theme, students confront questions such as:

- What is power?
- What forms does it take?
- Who holds it?
- How is it gained, used, and justified? What is legitimate authority?
- How are governments created, structured, maintained, and changed?
- How can we keep government responsive to its citizens' needs and interests?
- How can individual rights be protected within the context of majority rule?
- What is civic participation and how can individuals be involved?
- How has the meaning of citizenship evolved?
- What is the balance between rights and responsibilities?
- What is the role of the citizen in the community and the nation, and as a member of the world community?
- How can individuals make a positive difference?
- How can we manage technology so that the greatest number of people benefit from it?
- How can conflicts be resolved justly and fairly?

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law.

Political Science continued

Primary/Elementary Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. Students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group.

Middle During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. During these years, children also experience views of citizenship in other times and places through stories and drama. Students expand their abilities to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities.

High school High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and to participate in the workings of the various levels of power, authority, and governance. There should be opportunities to confront such issues as the protection of privacy in the age of computers, electronic surveillance, and medical technology with all their implications for longevity and quality of life and religious beliefs. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They can learn by experience how to participate in community service and political activities and how to use the democratic process to influence public policy.

(From *Expectations of Excellence: Curriculum Standards for Social Studies,* Strands: I. Culture; VI. Power, Authority, and Governance; VIII. Science, Society, and Technology; and X. Civic Ideals and Practices)

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Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

Anthropology, Psychology, and Sociology

Governments and economies are operated by people. **ANTHROPOLOGY, PSYCHOLOGY,** and **SOCIOLOGY** offer distinctive perspectives on the behavior of individuals and the groups in which they live. These social sciences can provide citizens with useful tools for analyzing the motives and activities of individuals and groups they encounter.

Social studies programs should include experiences that provide for the study of culture, cultural diversity, individual development and identity, and interactions among individuals, groups, and institutions.

Personal identity is shaped by one's culture, by groups, and by institutional influences. Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Cultures are dynamic and ever-changing. Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world. Examination of various forms of human behavior enhances understanding of:

- the relationships among social norms and emerging personal identities
- the social processes that influence identity formation
- the ethical principles underlying individual action.

Essential Questions

The study of individuals, groups, and institutions prepares students to ask and answer questions such as:

- How do people learn?
- Why do people behave as they do?
- What influences how people learn, perceive, and grow?
- How do people meet their basic needs in a variety of contexts?
- What is the role of institutions in this and other societies?
- How are individuals influenced by institutions?
- How do institutions change?
- What is the role of individuals in institutional change?
- What are the common characteristics of different cultures?
- How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture?

Content Overview:
The Role of Disciplines in the K-12 Social Studies Curriculum

Anthropology, Psychology, and Sociology continued

Essential Questions

- How does the culture change to accommodate different ideas and beliefs?
- What does language tell us about the culture?
- How can we preserve our fundamental values and beliefs in a world that is rapidly becoming linked by technology?

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience.

Primary/Elementary

Young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. They should also have opportunities to explore ways in which institutions such as churches or health-care networks are created to respond to changing individual and group needs. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others.

Middle

In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

High school

At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; IV. Individual Development and Identity; and V. Individuals, Groups, and Institutions)

Rationale for Content Organization

Sequence

The sequence for social studies as described on the following pages defines in general terms the subject matter to be emphasized in social studies at each level. This general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have a good deal of flexibility as they select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. The sequence is recommended in order to avoid overlapping content between grade levels, lack of instructional time for recommended topics, and needless duplication in the use of instructional materials.

Legal Requirements

Several areas of study within the social studies are legally required. Public School Law **G.S. 115C-81** specifies subjects to be taught in North Carolina schools. Mentioned in the law are several areas of required study within the social studies. The areas are:

- Americanism
- the governments of North Carolina and the United States
- the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced.
- **G.S. 115C-81** requires local boards of education to provide for teaching of "the nation's founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers."
- **G.S. 115C-81** further directs the State Board of Education to include such documents in any curriculum-based tests developed and administered statewide and to establish curriculum content for this study.

State Board Requirements

The State Board of Education graduation requirements for social studies are:

- United States history
- Economic, Legal, and Political Systems in Action
- world studies.

North Carolina Social Studies Recommended Content Sequence

Grade K	The Individual and Group Relationships
Grade 1	Home and School
Grade 2	Neighborhood and Local Community
Grade 3	Communities
Grade 4	North Carolina: The Land and Its People
Grade 5	The Western Hemisphere: The United States, Canada, and Latin America
Grade 6	The Eastern Hemisphere: Europe and Former Soviet Republics
Grade 7	The Eastern Hemisphere: Africa and Asia
Grade 8	North Carolina: The History of an American State
Grade 9-12	The Economic, Legal, and Political Systems in Action (ELP)
	World Studies
	United States History
	History and Social Science Electives

Note: The secondary level content sequence is recommended not mandated; however, there is a solid rationale for that specific suggested sequence. Concepts and generalizations developed as students proceed from grade eight to ELP to world studies contribute to more in-depth study of United States history.

Skills in the Social Studies Curriculum

Rationale

Skills are taught within the context of applying knowledge. Authentic application activities promote the practice of skills without interrupting content flow. As students develop increasingly sophisticated and informed concepts and generalizations in social studies, they will be provided opportunities to develop and apply appropriate skills that will enhance critical-thinking processes.

North Carolina Skills

Students will gain these skills through a sequentially developed K-12 program that gives them numerous opportunities to practice, refine, and apply four broad skills:

- acquisition of information from a variety of sources
- use of information for problem solving, decision making, and planning
- development of skills in interpersonal relationships and social participation
- promotion of civic participation.

Connection to National Standards

As planning for integrating the teaching and use of social studies skills occurs, it is significant that essential skills have been identified also by the National Council for the Social Studies, in the National Standards for Civics and Government, in the National Geography Standards, and in the National Content Standards in Economics.

Three strands of essential skills are identified by the National Council for the Social Studies:

- acquiring information
- organizing and using information
- developing interpersonal relationships and social participation.

The National Standards for Civics and Government include intellectual and participatory skills. Within the National Geography Standards are the following skills:

- asking geographic questions
- acquiring geographic information
- organizing geographic information
- analyzing geographic information
- answering geographic questions.

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Skills in the Social Studies Curriculum

The National Content Standards in Economics include the following skills which play an important part in economic reasoning:

- identifying economic problems, alternatives, benefits, and costs
- analyzing the incentives at work in an economic situation
- examining the consequences of changes in economic conditions and public policies
- collecting and organizing economic evidence
- comparing benefits with costs.

Instructional Model

Skills are not intended to be taught in isolation. There should be a natural integration of content and skills. The instructional sequence for K-12 skill development includes the following:

- presenting a model of the use of the skills
- providing several opportunities for students to work through the skills with careful teacher guidance
- continuing opportunities for additional practice with increasingly complex variations of the skills in a variety of settings
- opportunities for students to evaluate their own work.

Foundation for Skills Development

Mastery of the social studies skills comes only as the result of practice, continued use, and refinement through an integrated historical, social, political, and economic context. Social studies skills are necessary for the development of social inquiry and rational decision making and must be clearly identified and sequentially developed throughout the K-12 program. Use of the following critical thinking processes provides a foundation for development of the four social studies skills in the K-12 social studies framework:

- classifying
- interpreting
- analyzing
- summarizing
- synthesizing
- evaluating.

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Skills in the Social Studies Curriculum

SKILL I:
The learner will acquire information from a variety of sources.

Overview

Students who possess skill in acquiring information are good questioners, observers, and researchers. It is the responsibility of the teacher to integrate information acquisition skills so that students develop and refine questioning skills and use those skills within the K-12 social studies content sequence to make direct observations, interview people, and seek information from a variety of sources. The skills process becomes the means through which the content is learned.

Information Acquisition Skills

The teacher will facilitate the development of information acquisition skills as students:

- use questioning skills
- use observation skills
- use prepared sources.

Technological Skills

The teacher will encourage use of appropriate technology to introduce information acquisition skills.

Reading and Study Skills

Social studies instruction reinforces reading and study skills by employing skills such as:

- interpreting what is read by drawing inferences
- detecting cause and effect relationships
- distinguishing between fact and opinion (recognizing propaganda)
- recognizing author bias
- reading for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
- reading various forms of printed material: books, periodicals, directories, primary documents
- recognizing and understanding an increasing number of social studies terms.

SKILL II:
The learner will use information for problem solving, decision making, and planning.

Overview

Students who are skillful users of information make valid decisions, solve problems effectively, and create realistic plans. Use of information is a K-12 process that is best approached through an integrated content delivery. Intensity of skill implementation is dependent upon the age of the student as well as the social studies context.

Problem Solving

The following steps are suggested for students to use in the development of skills. Steps in solving a problem are:

- recognizing a problem
- defining the problem
- gathering data (compare and classify information)
- selecting an appropriate strategy
- implementing the strategy.

Decision Making

Steps to follow in making a decision are:

- identifying a situation in which a decision is required
- secureing needed factual information relevant to making the decision
- recognizing the values implicit in the situation and the issues that flow from them
- developing criteria for decisions
- identifying alternative courses of action and predict likely consequences of each
- making a decision based on data obtained
- implementing the decision.

Planning

Strategies to promote effective planning involve:

- Focusing: identifying the task
- Ordering: developing a timeline
- Predicting: identifying resources
- Implementing: assigning roles and responsibilities
- Reflecting: monitoring progress.

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SKILL III:
The learner will develop skills in constructive interpersonal relationships and social participation.

Overview

Students skilled in constructive interpersonal relationships and social participation are sensitive to the motives and feelings of other people. They describe unfamiliar ideas, people, and places accurately without using distorting stereotypes. They are aware of their own cultural attitudes as they encounter cultures unlike their own. In developmentally appropriate K-12 settings, teachers provide opportunities for students to learn how to adjust behaviors in order to function in constructive ways. Students are taught to use information to act appropriately when confronted by change, diversity, ambiguity, or conflict.

Intrapersonal Skills

Teachers should foster development of intrapersonal skills by encouraging students to:

- communicate their own beliefs, feelings, and convictions
- self-monitor one's thinking process
- select an appropriate strategy to resolve an internal conflict.

Interpersonal Skills

Teachers should foster development of interpersonal skills by encouraging students to:

- recognize and demonstrate mutual respect between human beings
- select an appropriate strategy to resolve an external conflict.

Group Participation Skills

Teachers should foster development of group participation skills by encouraging students to:

- contribute to the development of a supportive climate in working with others
- work effectively in groups
- follow democratic procedures
- practice conflict resolution skills
- practice conflict mediation skills.

Students should be provided experiences in dealing with the following:

- **Change:** accept that change is inevitable and natural
  develop skills needed to promote desired change or inhibit undesirable change
- **Ambiguity:** accept that ambiguity is inevitable and natural
  revise thinking as new information becomes evident
- **Diversity:** accept that diversity is natural
  develop skills that promote communication and demonstrate respect for other cultures
- **Conflict:** accept that conflict is natural and to be expected
  develop appropriate strategies to deal with conflict.

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SKILL IV:
The learner will participate effectively in civic affairs.

Overview

Skilled participants in civic affairs work well alone and as members of groups. In the classroom, students present their own ideas clearly and concisely and listen carefully to the ideas of others. They participate in and lead group discussions. They engage in group decision making and act on the decisions of the group, respecting both majority rule and the rights of the minority. Teachers provide age appropriate opportunities for students to recognize that change is inevitable and to develop the needed skills to respond to change. Students are provided a variety of opportunities K-12 to become familiar with civic involvement in the community, state, and nation. Development of civic participation skills is integrated into the social studies content area in a realistic manner that promotes understanding and application of skills leading to good citizens.

Civic participation

Students who have developed effective civic participation skills will do the following:

- keep informed on issues that affect society
- use critical thinking skills to address social and political issues
- identify situations in which social action is required
- use the tools of building coalitions, negotiating, compromising, and seeking consensus with social and political issues
- work individually or with others to decide on an appropriate course of action
- work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- accept and fulfill social responsibilities associated with citizenship in a free society.

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Social Studies K-12 Program Framework

Grades K-3

The social studies program at the primary level introduces children to important concepts and generalizations from history and the social sciences thorough an integrated study of children and their families, their homes and school, and the neighborhoods and communities where they live. Studies begin with immediate surroundings familiar to children and proceed deliberately to children and families, homes and schools, and neighborhoods and communities in other environments. Such an approach enables children to build increasingly sophisticated concepts and generalizations and enhances their abilities to examine the perspectives of other children in other places and times.

Grades 4-5

Elementary students begin studies of world regions as they examine regions of North Carolina, the United States, Canada, and nations of Latin America. As they begin this process of regional study, they are able to reinforce basic concepts taken from history and the social sciences, but the primary discipline is geography, especially cultural geography. Beginning with the fourth grade study of North Carolina, its regions, and the regions of which it is a part, students progress to fifth grade study of the Western Hemisphere. Half the program at that grade is devoted to the study of the United States. In the remaining half of the year, students learn about Canada and its regions and Latin American nations.

Grades 6-8

Students in the middle level social studies program continue the geographic study of world regions as they examine the Eastern Hemisphere. They engage as well in the historical study of their own state as a part of the larger national history. In the process, they continue the development of basic concepts taken from history and the social science disciplines. Geography continues to be the primary discipline, especially cultural geography. The middle level studies of Europe, Africa, Asia, and North Carolina complete the study of the state, nation, and world begun in grade four.

Grades 9-12

At the secondary level, students polish and deepen their understanding of history and the social sciences. Following the essentially geographic perspective of grades four through seven, the secondary social studies program builds upon the historical study of grade eight with formal study of the history of the United States; links economics and political science (government) in a course intended to provide students the knowledge, skills, and habits of mind to enter effectively into adult citizenship; offers several perspectives for world study; and suggests a variety of social studies electives.

Kindergarten – The Individual and Group Relationships

Goals and Objectives

GOAL 1:

The learner will exhibit traits of good citizenship in the classroom and school.

1.1 Participate constructively in school and classroom activities.
1.2 Participate in democratic decision making and act in keeping with group decisions.
1.3 Assume responsibility in routine activities.

GOAL 2:

The learner will infer that individuals and families are alike and different.

2.1 Describe aspects of families.
2.2 Distinguish likenesses and differences among individuals and families.
2.3 Compare one's family life with that of another child.

GOAL 3:

The learner will apply understandings about the social environment to daily situations.

3.1 Describe aspects of the home environment and one's role in that environment.
3.2 Compare appropriate behaviors in home and school environments.
3.3 Demonstrate an understanding of appropriate behavior in different environments.

GOAL 4:

The learner will apply understandings of authority, responsibility, and justice in a democratic society.

4.1 Use established procedures in the classroom and school.
4.2 Respect persons in positions of authority.
4.3 Assume responsibility for one's own actions.
4.4 Recognize the need for fair rules and laws.
4.5 Analyze classroom problems and suggest fair solutions.

GOAL 5:

The learner will elaborate on the value of community services.

5.1 Recognize examples of community services.
5.2 Summarize jobs performed by community workers.
5.3 Identify relationships between community needs and community services.

GOAL 6:

The learner will characterize change in different settings.

6.1 Describe changes in one's self.
6.2 Identify changes in one's family.
6.3 Recognize changes in the classroom and school environments.

GOAL 7:

The learner will elaborate on religious and other cultural traditions in the community.

7.1 Identify religious and secular symbols associated with famous people, holidays, and special days.
7.2 Participate in special days that are observed by the class.
7.3 State reasons for observing special days and religious and secular holidays.

GOAL 8:

The learner will apply basic geographic concepts.

8.1 Locate and describe familiar places in home, classroom, and school settings.
8.2 Construct simple maps, models, and drawings of home, classroom, and school settings.
8.3 Analyze the functions of places in the home, the classroom, and the school.
8.4 Recognize seasonal changes.
8.5 Identify things in the natural environment that are important to one's self.

GOAL 9:

The learner will apply basic economic concepts to individuals and families.

9.1 Participate in activities that demonstrate the concept of scarcity.
9.2 Distinguish between wants and needs.
9.3 Identify different types of work.
9.4 Participate in activities that require division of labor.
9.5 Identify some uses of money by individuals and families.

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Grade 1 – Home and School
Goals and Objectives

GOAL 1:
The learner will exhibit attributes of good citizenship in the classroom and school.

1.1 Participate constructively in school and classroom activities.
1.2 Participate in democratic decision making in the classroom.
1.3 Demonstrate personal responsibility in school activities.
1.4 Cooperate with and help others in classroom situations.

GOAL 2:
The learner will infer that individuals and families are alike and different.

2.1 Describe the roles of individuals in the family.
2.2 Distinguish similarities and differences among individuals and families.
2.3 Compare one's own family life with that of a child living in another culture.

GOAL 3:
The learner will analyze important social environments.

3.1 Identify social environments in homes and schools.
3.2 Compare social environments in homes and schools.
3.3 Describe and demonstrate appropriate behavior in various environments.

GOAL 4:
The learner will apply concepts of authority, responsibility, and justice to home and school settings.

4.1 Explain why certain individuals have authority.
4.2 Predict the consequences of responsible and irresponsible actions.
4.3 Elaborate on the need to apply rules fairly in the home, school, and community.

GOAL 5:
The learner will describe relationships between people and their governments.

5.1 Identify and elaborate on community services.
5.2 Distinguish those community services provided by governments.
5.3 Cite examples of people depending on governments and governments depending on people.

GOAL 6:
The learner will identify change in different settings.

6.1 Describe personal and family changes.
6.2 Recognize and describe changes in the classroom and school during the year.
6.3 Identify and describe changes outside the school environment.

GOAL 7:
The learner will elaborate on religious and other cultural traditions in the community.

7.1 Identify religious and secular symbols associated with famous people, holidays, and special days.
7.2 Participate in classroom activities associated with special days and holidays in the community and other countries.
7.3 Cite reasons for observing special days and religious and secular holidays.

GOAL 8:
The learner will apply basic geographic concepts.

8.1 Locate and describe familiar places in the home, classroom, and school.
8.2 Construct simple maps, models, and pictures representing home and school settings.
8.3 Identify the functions of places in homes and schools.
8.4 Analyze patterns of movement between homes and schools.
8.5 Demonstrate responsibility for the environment in classroom, school, and community settings.

GOAL 9:
The learner will apply basic economic concepts to home and school.

9.1 Participate in activities that demonstrate the concept of scarcity.
9.2 Distinguish between wants and needs.
9.3 Distinguish between goods and services.
9.4 Know that all families produce and consume goods and services.
9.5 Participate in activities that require division of labor.
9.6 Identify some uses of money by individuals and families.

Grade 2 – Neighborhood and Local Community
Goals and Objectives

GOAL 1:
The learner will exhibit good citizenship in the classroom, school, neighborhood, and community.

1.1 Identify and describe attributes of good citizenship.
1.2 Demonstrate good citizenship in classroom and school actions.
1.3 Compare good citizenship in the classroom and school to neighborhood and community citizenship.

GOAL 2:
The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

2.1 Distinguish similarities and differences between one's self and other family members.
2.2 Describe similarities and differences among families in different neighborhoods and communities.
2.3 Distinguish similarities and differences among institutions in different neighborhoods and communities.

GOAL 3:
The learner will analyze multiple roles in families, work places, neighborhoods, and communities.

3.1 Identify multiple roles performed by children in their families, schools, and neighborhoods.
3.2 Describe multiple roles performed by children in other neighborhoods and communities.
3.3 Describe multiple roles performed by adults in neighborhoods and communities.

GOAL 4:
The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

4.1 Suggest and justify rules and laws for neighborhoods and communities.
4.2 Suggest the consequences of not obeying rules and laws.
4.3 Describe the basic authority given to local elected officials.
4.4 Identify examples of responsible participation in neighborhoods and communities.
4.5 Evaluate fair and unfair procedures for dealing with neighborhood and community problems.
4.6 Distinguish aspects of the justice system evident in neighborhoods and communities.

GOAL 5:
The learner will evaluate relationships between people and their governments.

5.1 Identify government bodies and explain their functions in neighborhoods.
5.2 Cite examples of the elective process in the community.
5.3 Analyze how individuals and families depend on government services and how local governments depend on the support of citizens.
5.4 Identify examples of tax money being used in neighborhoods and communities.

GOAL 6:
The learner will evaluate change in neighborhoods and communities.

6.1 Identify examples of change in neighborhoods.
6.2 Analyze the effects of change in a given neighborhood or community.
6.3 Predict logical future changes.

GOAL 7:
The learner will analyze religious and other cultural traditions.

7.1 Identify religious and secular holidays observed in neighborhoods and communities.
7.2 Interpret religious and secular symbols used in neighborhoods and communities.
7.3 Elaborate on patriotic symbols and observances.
7.4 Identify selected famous people in history.

GOAL 8:
The learner will apply basic geographic concepts and terminology.

8.1 Describe uses of maps and globes.
8.2 Use geographic terms to describe landforms, bodies of water, weather, and climate.
8.3 Identify indigenous vegetation and animal life in neighborhoods.

Grade 2 – Neighborhood and Local Community
Goals and Objectives

GOAL 9:
The learner will apply geographic themes to neighborhoods.

9.1 Identify the absolute and relative location of neighborhoods.
9.2 Compare physical and human characteristics of neighborhoods.
9.3 Analyze human-environment interaction in the local and other neighborhoods.
9.4 Identify means and methods of human movement in the local and other neighborhoods.
9.5 Identify the extended regions of the local neighborhood and compare to regions of other neighborhoods.

GOAL 10:
The learner will apply basic economic concepts to neighborhoods.

10.1 Identify examples of scarcity in neighborhoods.
10.2 Distinguish between wants and needs.
10.3 Define income and identify different sources of income in neighborhoods.
10.4 Explain the use of money as a means of exchange.
10.5 Distinguish between goods produced and services provided in neighborhoods.

GOAL 11:
The learner will evaluate the uses of economic resources in different neighborhoods.

11.1 Identify economic resources in neighborhoods.
11.2 Describe the use of economic resources in neighborhoods.
11.3 Analyze the changing uses of a neighborhood's economic resources and predict logical future changes.

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Grade 3 – Communities
Goals and Objectives

GOAL 1:
The learner will exhibit good citizenship in the classroom, school, and community.

1.1 Identify attributes of good citizenship.
1.2 Cite skills of good citizenship.
1.3 Distinguish between school and community citizenship.

GOAL 2:
The learner will infer that individuals, families, and communities are and have been alike and different.

2.1 Distinguish similarities and differences among children at different times and in different places.
2.2 Analyze similarities and differences among families in different times and in different places.
2.3 Assess similarities and differences among communities in different times and in different places.

GOAL 3:
The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

3.1 Distinguish among the economic, political, and social roles of children and adults.
3.2 Describe roles performed by children and adults in communities studied.
3.3 Clarify the roles of children and adults in communities that differ from one's own in time and place.

GOAL 4:
The learner will apply concepts of authority, responsibility, and justice in a democratic society.

4.1 Cite the need for persons in positions of authority and judge the privileges and limitations of such positions.
4.2 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
4.3 Suggest fair ways of distributing benefits and burdens.
4.4 Evaluate procedures for dealing with problems and conclude which are more just.
4.5 Elaborate on selected aspects of the justice system.

GOAL 5:
The learner will evaluate relationships between people and their governments.

5.1 Distinguish between government and non-government bodies in the community.
5.2 Summarize the elective process in the community and distinguish between elected and appointed officials.
5.3 Analyze how individuals and families depend on government services and how governments depend on their citizens.
5.4 Give examples of and cite the need for taxes.
5.5 Identify the political subdivisions in which one lives.
5.6 Summarize how governmental services and activities have changed over time.

GOAL 6:
The learner will evaluate change in different settings.

6.1 Identify and analyze changes which have occurred in communities in different settings.
6.2 Assess the impact of change on the lives of people in communities studied.
6.3 Predict logical future change in communities studied.

GOAL 7:
The learner will analyze religious and other cultural traditions in a variety of communities.

7.1 Identify and explain the importance of selected persons, patriotic symbols, and public observances.
7.2 Distinguish between secular and religious symbols and explain why secular and religious holidays are celebrated as they are.
7.3 Identify a variety of examples of cultural traditions.

Grade 3 – Communities
Goals and Objectives

GOAL 8:
The learner will apply basic geographic concepts and terminology.

8.1 Distinguish among various kinds of maps and globes and suggest their uses.
8.2 Use correct terminology to describe landforms and bodies of water.
8.3 Apply understandings about climate and topography to communities studied.

GOAL 9:
The learner will apply geographic themes to communities.

9.1 Know absolute and/or relative locations of the local and other communities.
9.2 Understand the concept of place within the context of the local community.
9.3 Identify examples of human-environment interaction in the local and wider communities.
9.4 Apply concepts of movement that link the local and other communities.
9.5 Distinguish the local region from other regions of which it is a part.

GOAL 10:
The learner will apply basic economic concepts to communities studied.

10.1 Draw relationships between unlimited wants and limited resources and cite examples from communities studied.
10.2 Apply understandings about specialization and division of labor to communities studied.
10.3 State differences and similarities among various means of economic exchange.
10.4 Describe the functions of banks in given communities.

GOAL 11:
The learner will evaluate the uses of economic resources in different communities.

11.1 Distinguish economic resources of the local community from those of other communities studied.
11.2 Analyze the uses of economic resources in a variety of communities.
11.3 Recognize and explain reasons for economic interdependence in communities and regions.
11.4 Describe the changing uses of a community's economic resources and predict logical future changes.

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Grade 4 – North Carolina: The Land and Its People
Goals and Objectives

GOAL 1:
The learner will analyze the characteristics of the people of North Carolina.

1.1 Identify, locate, and describe ways of living of the major Native-American groups in North Carolina, past and present.
1.2 Describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs.
1.3 Analyze similarities and differences among North Carolina's people, past and present.

GOAL 2:
The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina.

2.1 Describe traditional art forms and aesthetic values in North Carolina.
2.2 Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance of this influence on North Carolina society.
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

GOAL 3:
The learner will locate major physical features and suggest the influence of location on life in North Carolina.

3.1 Describe the absolute and relative location of the state and places within the state.
3.2 Locate in absolute and relative terms major landforms, bodies of water, and natural resources in North Carolina.
3.3 Suggest some influences that location has on life in North Carolina.

GOAL 4:
The learner will assess the significance of physical and cultural characteristics of regions within North Carolina and the regions of which North Carolina is a part.

4.1 Explain how regions are defined, and identify regions within North Carolina and regions of which North Carolina is a part.
4.2 Describe the major physical and cultural characteristics of regions within North Carolina.
4.3 Compare the physical and cultural characteristics of regions within North Carolina.
4.4 Evaluate the importance of regional differences in North Carolina.

GOAL 5:
The learner will evaluate ways the people of North Carolina use, modify, and adapt to the physical environment.

5.1 Explain how North Carolinians in the past used, modified, or adapted to the physical environment.
5.2 Describe how North Carolinians now use, modify, or adapt to their physical environment.
5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

GOAL 6:
The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

6.1 Trace the movement of people, goods, and ideas from one part of the state to another and between North Carolina and other places.
6.2 Compare ways in which people, goods, and ideas moved in the past in North Carolina with their movement today.
6.3 Judge the importance of the movement of people, goods, and ideas for North Carolina.

GOAL 7:
The learner will analyze the effectiveness of government agencies and political institutions in North Carolina.

7.1 Identify important services provided by state government in North Carolina.
7.2 Explain how state government services are financed.
7.3 Evaluate personal characteristics and skills necessary for effective leadership by state officials and political leaders.

Grade 4 – North Carolina: The Land and Its People
Goals and Objectives

GOAL 8:
The learner will examine ways North Carolinians govern themselves.

8.1 Identify major government authorities at the local, state, and national levels, know how they are selected, and state their general areas of responsibility.

8.2 Demonstrate an understanding of the importance of responsible citizenship and explain ways North Carolinians can participate as citizens.

8.3 Analyze ways North Carolinians deal with questions of justice.

8.4 Analyze relationships among local, state, and national governments.

GOAL 9:
The learner will evaluate how North Carolinians use economic resources to satisfy their wants and needs.

9.1 Explain the relationship between unlimited wants and limited resources.

9.2 Analyze the choices and opportunity cost involved in economic decisions.

9.3 Categorize the state's resources as natural, human, or capital.

9.4 Assess the use being made of natural resources in North Carolina.

GOAL 10:
The learner will analyze North Carolina's economic relationships.

10.1 Describe ways in which the economy of North Carolina is interdependent.

10.2 Analyze examples of interdependence in the North Carolina economy and in our economic relationships with other states and other nations.

10.3 Evaluate the influence of discoveries, inventions, and technological innovations on economic interdependence.

GOAL 11:
The learner will assess changes in ways of living over time and investigate why and how these changes occurred.

11.1 Identify and describe changes which have occurred in ways of living in North Carolina

11.2 Distinguish among political, social, and economic changes.

11.3 Evaluate the effects of change on the lives of the people of North Carolina.

GOAL 12:
The learner will trace developments in North Carolina history and describe their impact on the lives of people today.

12.1 Identify people, symbols, and events associated with North Carolina's heritage.

12.2 Assess the influence of an important event from North Carolina's past on life today.

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Grade 5 – The Western Hemisphere: The US, Canada, and Latin America

Goals and Objectives

GOAL 1:

The learner will analyze characteristics of people of the Western Hemisphere.

1.1 Identify, locate, and describe major groups of people, past and present, in the United States, Canada, and Latin America.

1.2 Describe similarities and differences among the people of the United States, Canada, and Latin America.

1.3 Assess the role and status of individuals and groups in the United States, Canada, and Latin America, past and present.

GOAL 2:

The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America.

2.1 Describe evolving art forms and aesthetic values and assess their influence on life in the United States, Canada, and Latin America.

2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in the United States, Canada, and Latin America.

2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

GOAL 3:

The learner will locate major physical features and suggest the influence of location on life in the Western Hemisphere.

3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States, Canada, and Latin America.

3.2 Analyze the impact of the absolute and relative location of places on ways of living in the United States, Canada, and Latin America.

GOAL 4:

The learner will assess the significance of the physical and cultural characteristics of regions within the Western Hemisphere.

4.1 Define region and identify various regions within the Western Hemisphere.

4.2 Compare the physical and cultural characteristics of regions within the Western Hemisphere and within the United States, Canada, and Latin America.

4.3 Describe differences between developed and developing regions in the Western Hemisphere.

GOAL 5:

The learner will evaluate ways the people of the Western Hemisphere use, modify, and adapt to the physical environment.

5.1 Explain how people of the Western Hemisphere adapt and have adapted to their environment.

5.2 Describe how the people of the United States, Canada, and Latin America use and modify their physical environment.

5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

GOAL 6:

The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

6.1 Analyze the movement of people, goods, and ideas within and among the countries of the United States, Canada, and Latin America and between the Western Hemisphere and other places.

6.2 Compare ways in which people, goods, and ideas moved in the past in the United States, Canada, and Latin America with their movement today.

6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in the Western Hemisphere.

GOAL 7:

The learner will examine the relationship of the United States, Canada, and Latin America to other nations and to world affairs.

7.1 Explain how the world is organized politically.

7.2 Describe how nation-states interact with each other.

7.3 Describe how United States foreign policy is made and the means by which it is carried out.

7.4 Identify the role of major international organizations.

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Grade 5 – The Western Hemisphere: The US, Canada, and Latin America
Goals and Objectives

GOAL 8:
The learner will examine ways the people of the United States, Canada, and Latin America govern themselves.

8.1 Identify the three levels of government in the United States and describe their legislative, executive, and judicial functions.

8.2 Analyze how the societies of the United States, Canada, and Latin America deal with the issues of justice.

8.3 Describe how governments in the United States, Canada, and Latin America select leaders and establish laws.

8.4 Compare forms of government in the United States, Canada, and Latin American nations and explain how and why they have changed over time.

GOAL 9:
The learner will determine ways societies in the Western Hemisphere make decisions about the allocation and use of economic resources.

9.1 Categorize economic resources found in the United States, Canada, and Latin America as human, natural, or capital.

9.2 Compare ways resources are used in the United States, Canada, and Latin America.

9.3 Analyze the effects of the unequal distribution of natural resources.

9.4 Describe the characteristics of economies in the United States, Canada, and Latin America and how they have changed over time.

9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

GOAL 10:
The learner will analyze economic relationships in the Western Hemisphere.

10.1 Describe ways in which the economies of the United States, Canada, and Latin America are interdependent.

10.2 Assess causes and effects of increasing international economic interdependence.

10.3 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.

GOAL 11:
The learner will analyze changes in ways of living and investigate why and how these changes occurred.

11.1 Identify and describe changes which have occurred in ways of living in the United States, Canada, and Latin America.

11.2 Identify examples of cultural transmission and interaction within and among the regions of the Western Hemisphere.

11.3 Evaluate the effects of change on the lives of the people of the United States, Canada, and Latin America.

GOAL 12:
The learner will trace developments in the history of the United States, Canada, and Latin America and assess their impact on the lives of people today.

12.1 Identify people, symbols, and events associated with the heritage of the United States, Canada, and Latin America.

12.2 Associate an event or phenomenon in the history of the United States, Canada, or Latin America with a current situation or practice.

12.3 Trace an economic, political, or social development through the history of the United States, Canada, or Latin America and judge its impact on society.

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Grade 6 – The Eastern Hemisphere: Europe and Former Soviet Republics

Goals and Objectives

GOAL 1:

The learner will investigate the characteristics of the people of Europe and former Soviet Republics.

1.1 Identify the origins, characteristics, and influences of major groups of people in Europe and former Soviet Republics.

1.2 Describe similarities and differences among the people of Europe and former Soviet Republics.

1.3 Assess the role, status, and social class of individuals and groups in Europe and former Soviet Republics, past and present.

GOAL 2:

The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe and former Soviet Republics.

2.1 Describe and assess the influence of evolving art forms and aesthetic values of Europe and former Soviet Republics societies.

2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and former Soviet Republics.

2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

GOAL 3:

The learner will locate major physical features and suggest the influence of their location on life in Europe and former Soviet Republics.

3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in Europe and former Soviet Republics.

3.2 Analyze the impact of the absolute and relative location of places on ways of living within Europe and former Soviet Republics.

GOAL 4:

The learner will assess the significance of the physical and cultural characteristics of regions within Europe and former Soviet Republics.

4.1 Define region and identify various regions within Europe and former Soviet Republics.

4.2 Compare the physical and cultural characteristics of regions within Europe and former Soviet Republics.

4.3 Distinguish between developed and developing regions in Europe and former Soviet Republics.

GOAL 5:

The learner will evaluate ways the people of Europe and former Soviet Republics use, modify, and adapt to their physical environment.

5.1 Explain how the people of Europe and former Soviet Republics have adapted to their environment.

5.2 Describe how the people of Europe and former Soviet Republics use and modify their environment.

5.3 Analyze causes and consequences of the misuse of the environment and propose alternatives.

GOAL 6:

The learner will evaluate the significance of the movement of people, goods, and ideas.

6.1 Analyze the movement of people, goods, and ideas within and among the countries of Europe and former Soviet Republics and other world areas.

6.2 Compare ways in which people, goods, and ideas moved in the past in Europe and former Soviet Republics with their movement today.

6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in Europe and former Soviet Republics.

GOAL 7:

The learner will evaluate the relationship of the nations of Europe and former Soviet Republics to each other, to other world nations, and to world affairs.

7.1 Explain how nations in Europe and former Soviet Republics are organized politically.

7.2 Describe how nation-sates interact with each other.

7.3 Analyze how foreign policy is made and the means by which it is carried out.

7.4 Assess the role of major international organizations in Europe and former Soviet Republics.

Grade 6 – The Eastern Hemisphere: Europe and Former Soviet Republics

Goals and Objectives

GOAL 8:

The learner will analyze how societies in Europe and former Soviet Republics govern themselves.

8.1 Describe how different types of governments in Europe and former Soviet Republics carry out legislative, executive, and judicial functions.

8.2 Analyze how governments in Europe and former Soviet Republics deal with issues of justice.

8.3 Describe how governments in Europe and former Soviet Republics select leaders and establish laws.

8.4 Compare various forms of government in Europe and former Soviet Republics and explain how and how and why they have changed over time.

GOAL 9:

The learner will determine how societies in Europe and former Soviet Republics make decisions about the allocation and use of economic resources.

9.1 Identify economic resources found in Europe and former Soviet Republics and explain relationships between the location of natural resources and economic activities.

9.2 Analyze ways economic resources are used.

9.3 Assess the effects of the unequal distribution of resources.

9.4 Describe the characteristics of economies and how they have changed over time.

9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

GOAL 10:

The learner will analyze economic relationships in Europe and former Soviet Republics.

10.1 Describe the effects of interdependence on economies.

10.2 Assess causes and effects of increasing international economic interdependence.

10.3 Evaluate the influence of inventions, discoveries, and innovations on economic interdependence.

GOAL 11:

The learner will analyze changes in ways of living and investigate how and why these changes occurred.

11.1 Describe and analyze changes which have occurred in ways of living in Europe and former Soviet Republics.

11.2 Identify examples of cultural transmission and interaction within and among regions in Europe and former Soviet Republics.

11.3 Evaluate the effects of change on the lives of people in Europe and former Soviet Republics.

GOAL 12:

The learner will trace developments in the history of Europe and former Soviet Republics and describe their impact on the lives of people today.

12.1 Identify people, symbols, and events associated with the heritage of societies of Europe and former Soviet Republics.

12.2 Associate an event or phenomenon in the history of societies in Europe and former Soviet Republics with a current situation or practice.

12.3 Trace an economic, political, or social development through the history of Europe and former Soviet Republics, judge its impact, and predict future changes.

Grade 7 – The Eastern Hemisphere: Africa and Asia

Goals and Objectives

GOAL 1:

The learner will investigate the characteristics of the people of Africa and Asia.

1.1 Identify the origins, characteristics, and influences of major groups of people in Africa and Asia.
1.2 Describe similarities and differences among people of Africa and Asia.
1.3 Assess the role, status, and social class of individuals and groups in Africa and Asia, past and present.

GOAL 2:

The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Africa and Asia.

2.1 Describe and assess the influence of evolving art forms and aesthetic values in African and Asian societies.
2.2 Evaluate the influence of beliefs, religious practices, and individuals associated with major religions in Africa and Asia.
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

GOAL 3:

The learner will locate major physical features and suggest the influence of their location on life in Africa and Asia.

3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources within Africa and Asia.
3.2 Analyze the impact of the absolute and relative location of places within Africa and Asia.

GOAL 4:

The learner will assess the significance of the physical and cultural characteristics of geographic regions within Africa and Asia.

4.1 Define region and identify various regions within Africa and Asia.
4.2 Compare the physical and cultural characteristics of regions within Africa and Asia.
4.3 Distinguish between developed and developing regions in Africa and Asia.

GOAL 5:

The learner will evaluate ways people in Africa and Asia use, modify, and adapt to their physical environment.

5.1 Explain how the people of Africa and Asia have adapted to their physical environment.
5.2 Describe how the people of Africa and Asia use and modify their physical environment.
5.3 Analyze causes and consequences of misuse of the physical environment and propose alternatives.

GOAL 6:

The learner will evaluate the significance of the movement of people, goods, and ideas.

6.1 Analyze the movement of people, goods, and ideas within, between, and among nations in Africa and Asia and other world areas.
6.2 Compare ways in which people, goods, and ideas moved in the past in Africa and Asia with their movement today.
6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in Africa and Asia.

GOAL 7:

The learner will evaluate the relationship of the nations of Africa and Asia to each other, to other world nations, and to world affairs.

7.1 Explain how Africa and Asia are organized politically.
7.2 Describe how nation-states interact with each other.
7.3 Analyze how foreign policy is made and the means by which it is carried out.
7.4 Assess the role of major international organizations in Africa and Asia.

GOAL 8:

The learner will analyze how societies in Africa and Asia govern themselves.

8.1 Describe how different types of governments in Africa and Asia carry out legislative, executive, and judicial functions.
8.2 Analyze how societies in Africa and Asia deal with issues of justice.
8.3 Describe how governments in Africa and Asia select leaders and establish laws.
8.4 Compare forms of government in Africa and Asia and explain how and why they have changed over time

Grade 7 – The Eastern Hemisphere: Africa and Asia

Goals and Objectives

GOAL 9:

The learner will determine how societies in Africa and Asia make decisions about the allocation and use of economic resources.

9.1 Identify resources found in Africa and Asia and explain the relationship between the location of resources and economic activities.

9.2 Compare ways economic resources are used in African and Asian economies.

9.3 Analyze the effects of the unequal distribution of resources.

9.4 Describe the characteristics of economies in Africa and Asia and how they have changed over time.

9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

GOAL 10:

The learner will analyze economic relationships in Africa and Asia.

10.1 Describe the effects of interdependence on economies in Africa and Asia.

10.2 Assess causes and effects of increasing economic interdependence.

10.3 Evaluate the influence of inventions, discoveries, and innovations on economic interdependence.

GOAL 11:

The learner will analyze changes in ways of living over time and assess the impact of these changes.

11.1 Describe and analyze changes which have occurred in ways of living in Africa and Asia.

11.2 Identify examples of cultural transmission and interaction within and among regions in Africa and Asia.

11.3 Judge the effect of change on the lives of people in Africa and Asia.

GOAL 12:

The learner will trace developments in the history of African and Asian nations and judge their impact on the lives of people today.

12.1 Identify people, symbols, and events associated with the heritage of African and Asian societies.

12.2 Associate an event or phenomenon in the history of African and Asian societies with current situations or practices.

12.3 Trace an economic, political, or social development through the history of Africa or Asia, judge its impact, and predict future changes.

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Grade 8 – North Carolina: The History of an American State
Goals and Objectives

GOAL 1:
The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

1.1 Determine the absolute and relative location of physical and cultural features.
1.2 Describe the physical and cultural aspects of North Carolina places.
1.3 Analyze ways North Carolinians have modified, used, and adapted to the physical environment.
1.4 Trace changes in the movement of people, goods, and ideas at different periods throughout North Carolina history.
1.5 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

GOAL 2:
The learner will evaluate the effects of early contacts between various European nations and Native Americans.

2.1 Identify Native-American cultures and evaluate their contributions to North Carolina culture.
2.2 Describe and explain differences between Native Americans and Europeans in their attitudes toward the use of natural resources.
2.3 Describe the influence of trading contacts on relations between Native Americans and Europeans in North America.
2.4 Describe and distinguish among early European explorations in North America.

GOAL 3:
The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

3.1 Locate important European settlements in North America and delineate reasons for their settlement.
3.2 Analyze the influence of various groups on colonial life in America.
3.3 Identify and assess the role of prominent colonial figures.
3.4 Assess the role of ethnic, racial, and religious minorities in colonial society.

GOAL 4:
The learner will trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

4.1 Assess the degree of economic and political control exercised from London throughout the colonial period.
4.2 Elaborate on the major reasons for the American Revolution.
4.3 Judge the role of prominent Revolutionary Era leaders.
4.4 Compare the Halifax Resolves and the Declaration of Independence.
4.5 Cite the significance of Revolutionary battles fought in North Carolina and their effect on the outcome of the war in other colonies.

GOAL 5:
The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.

5.1 Assess the severity of problems faced by the new nation and its people after independence was won.
5.2 Analyze strengths and weaknesses of North Carolina government under the Articles of Confederation.
5.3 Analyze the arguments of prominent North Carolinians for and against the ratification of the Constitution of the United States.
5.4 Analyze the strengths and weaknesses of the government framed by the Constitution of the United States, noting the extent to which liberties were granted to various groups.
5.5 Evaluate the causes and results of the War of 1812.

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Grade 8 – North Carolina: The History of an American State
Goals and Objectives

GOAL 6:
The learner will assess the role of North Carolina in events of the Antebellum Era.

6.1 Describe the reform movements of the era and judge the extent of North Carolina's participation in them.

6.2 Judge the significance of an emerging two-party system in antebellum North Carolina.

6.3 Analyze the effects of the Constitutional Convention of 1835 on the economic, social, and political life of North Carolina.

6.4 Describe the history and status of minorities and women in the antebellum period.

GOAL 7:
The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

7.1 Trace the development of sectionalism in North Carolina and the nation, and analyze the influence of slavery on this phenomenon.

7.2 Describe the efforts of individuals and groups in North Carolina to promote or prevent the dissolution of the Union.

7.3 Analyze relationships between the governments of North Carolina and the Confederate States of America in terms of North Carolina's contributions to the war effort.

7.4 Describe strategic strengths and weaknesses of Confederate, Union, and border states.

7.5 Identify and assess the impact of major Civil War campaigns and battles on life in North Carolina.

7.6 Analyze similarities and differences between Presidential and Congressional plans for reconstructing the Union and assess their impact on various groups in North Carolina.

GOAL 8:
The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late nineteenth century.

8.1 Describe basic business organizations developed in the late nineteenth century and assess their impact on North Carolina.

8.2 Describe the national significance of industrialization and rapid population growth and contrast these phenomena to events in North Carolina and the South.

8.3 Evaluate the influence of nationally prominent industrial and business leaders on life in North Carolina and the nation.

8.4 Describe the political climate and the changing alignments of political parties and judge their effects on North Carolina and the nation.

8.5 Analyze the factors that promoted and sustained racial segregation in North Carolina and the South.

GOAL 9:
The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

9.1 Describe the growth of educational opportunity as it affected all citizens in the state and nation.

9.2 Analyze the role of the state in World War I within the context of the national war effort.

9.3 Trace pressures for and results of Constitutional amendments of the period for both the state and nation.

9.4 Assess the extent to which North Carolina participated in the reforms of the Progressive Era.

9.5 Judge the effects of religious controversy and social change on North Carolina and the nation.

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Grade 8 – North Carolina: The History of an American State
Goals and Objectives

GOAL 10:

The learner will judge the extent to which North Carolina and the nation shared in the problems of the Great Depression and World War II.

10.1 Link economic conditions in North Carolina to those national and international conditions that brought about the Great Depression.

10.2 Assess the impact of New Deal reforms on economic, social, and political life in North Carolina and the nation.

10.3 Analyze the reasons for the involvement of the United States in World War II and describe North Carolina's contributions to the war effort.

10.4 Explain the impact of the war on various segments of North Carolina society and on the political life of the state.

GOAL 11:

The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

11.1 Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina.

11.2 Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation.

11.3 Evaluate the major changes and events that have affected the roles of local, state, and national governments.

11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians.

11.5 Analyze the role of religious pluralism in contemporary economic, social, and political life.

Economic, Legal, and Political Systems in Action
Goals and Objectives

GOAL 1:
The learner will investigate issues and problems confronting the American economic, legal, and political systems.

1.1 Describe examples of recurring public problems and issues.
1.2 Analyze causes and consequences of recurring social and economic problems and issues.
1.3 Evaluate strengths and limitations of the economic, legal, and political systems in resolving problems.
1.4 Make inferences regarding relationships among economic, legal, and political problems.
1.5 Explain relationships among local, state, national, and international problems.
1.6 Compare differing points of view on the proper role of government in the personal lives of citizens.

GOAL 2:
The learner will explain rights and analyze the obligations of responsible citizenship.

2.1 Describe qualifications and procedures for voting and seeking office at the local, state, and national levels.
2.2 Analyze information on political issues and candidates for political office.
2.3 Demonstrate methods of promoting and inhibiting change through political action.
2.4 Analyze consequences of compliance or noncompliance with laws governing society.
2.5 Explain rights and freedoms available to all citizens of the United States.
2.6 Describe situations that benefit from volunteers and display a willingness to volunteer and undertake extra responsibilities for civic welfare at appropriate levels.
2.7 Analyze costs and benefits of jury service, voting, seeking office, and civic action in general.
2.8 Demonstrate the importance of being a responsible economic decision maker.

GOAL 3:
The learner will investigate how and why individuals and groups make economic choices.

3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity.
3.2 Analyze factors which contribute to increased productivity.
3.3 Explain why scarcity causes producers and consumers to make choices.
3.4 Compare examples of tradeoffs and opportunity costs of economic choices.
3.5 Analyze the impact of specialization and division of labor on various economic activities.
3.6 Explain the impact of investment in capital goods and human capital on the economy.

GOAL 4:
The learner will analyze features of the economic system of the United States.

4.1 Compare characteristics of command, market, traditional, and mixed economies.
4.2 Describe examples of how the United States economic system encourages private ownership of property and individual initiative.
4.3 Identify characteristics of markets.
4.4 Demonstrate how supply, demand, and competition affect prices and the availability of goods and services.
4.5 Assess the impact on profit of factors such as demand, product quality, management, and training.
4.6 Identify distinguishing features of economic institutions (e.g., corporations, banks, stock markets).
4.7 Explain the impact of international trade.
4.8 Explain the function of money and financial institutions in the United States economy.
4.9 Evaluate competing national economic goals and analyze the effects of these goals on various segments of society.

Economic, Legal, and Political Systems in Action
Goals and Objectives

GOAL 5:
The learner will analyze factors influencing the United States economy.

5.1 Analyze the impact of decisions such as saving, using credit, investing, and conserving resources on the economic system.
5.2 Make inferences regarding the impact of government regulation on specific economic activities.
5.3 Analyze short- and long-term trends in economic activity.
5.4 Identify examples of domestic and international economic interdependence.
5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy.
5.6 Analyze the influence of environmental factors on specific economic activities.
5.7 Analyze relationships between economic conditions and political decisions.
5.8 Explain how the Gross National Product is used as an indicator of the state of the economy.

GOAL 6:
The learner will explain the function and importance of the North Carolina and United States Constitutions.

6.1 Explain how constitutions define the framework of governments.
6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers.
6.3 Explain how constitutions grant and limit the authority of public officials and government agencies.
6.4 Describe how constitutions may be changed, and analyze the impact of specific changes.
6.5 Analyze cases which illustrate that the United States Constitution is the supreme law of the land.
6.6 Analyze cases which demonstrate how the United States Constitution and Bill of Rights protect the rights of individuals.
6.7 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.

GOAL 7:
The learner will explain the structure and functions of local, state, and national governments and describe their relationship.

7.1 Explain the structure, functions, and relationships of the executive, legislative, and judicial branches.
7.2 Describe services provided by selected government agencies and how they are funded.
7.3 Compare major responsibilities of the United States Congress with those of the North Carolina General Assembly and local governing bodies.
7.4 Analyze costs and benefits of government functions.
7.5 Identify key government officials, how they are chosen, and their duties and responsibilities.

GOAL 8:
The learner will explain why laws are needed and how they are enacted, implemented, and enforced.

8.1 Illustrate the need for law in society.
8.2 Compare examples of criminal, civil, constitutional, and administrative law.
8.3 Analyze stages involved in the legislative process.
8.4 Analyze methods used to inform citizens of the purpose and meaning of laws.
8.5 Describe the role of the executive branch in the implementation of laws and policies.
8.6 Compare responsibilities, jurisdictions, and methods of individual law-enforcement agencies.
8.7 Evaluate various methods used by society to deal with criminal and anti-social behaviors.

Economic, Legal, and Political Systems in Action
Goals and Objectives

GOAL 9:
The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.

9.1 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
9.2 Describe the adversarial nature of judicial processes.
9.3 Evaluate the role of debate and compromise in the legislative process.
9.4 Identify the jurisdiction of state and federal courts.
9.5 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.
9.6 Explain how local government agencies balance interests and resolve conflicts.

GOAL 10:
The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.

10.1 Analyze individual and group decisions on the basis of a variety of standards including aesthetic, pragmatic, and ethical.
10.2 Analyze examples of conduct by public officials, corporate officers, and private citi-zens in a variety of situations and evaluate their conduct in terms of given criteria.
10.3 Evaluate positions on a variety of issues against given criteria.
10.4 Analyze the meaning and influence on our society of the religion clauses of the First Amendment to the United States Constitution.

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World History
Goals and Objectives

GOAL 1:
The learner will analyze the onset and development of cultural institutions in early civilizations.

1.1 Cite major developments from human origins to the rise of early civilizations.
1.2 Trace developments and assess the achievements of early civilizations in Southwest Asia and North Africa.
1.3 Trace developments and assess the achievements of early civilizations in South and East Asia.
1.4 Compare the achievements of early civilizations in various settings.

GOAL 2:
The learner will analyze classical Eurasian civilizations and assess their enduring contributions.

2.1 Trace the roots and recognize the achievements of Greek civilization through the Hellenistic period.
2.2 Describe the achievements of the Roman Empire and judge their significance for Europeans after the fall of Rome.
2.3 Judge the importance of India as a hub of world trade and culture and as a religious center during its Golden Age.
2.4 Elaborate on the distinctive achievements of Chinese civilization.
2.5 Describe and compare major Chinese, Indian, and Judeo-Christian beliefs.

GOAL 3:
The learner will investigate significant events in and assess characteristics of traditional civilizations (A.D. 500-1750).

3.1 Describe the legacies of Byzantine civilization for both Western and Eastern Europe.
3.2 Trace the rise of Islam and cite the achievements of Islamic civilization.
3.3 Elaborate on the achievements of Chinese and Japanese civilizations, noting their scientific innovations.
3.4 Assess the importance of geographic isolation from Eurasia on the development of African empires and trading states.
3.5 Evaluate the contributions of the major civilizations of the Americas during the pre-Columbian epoch.

GOAL 4:
The learner will investigate significant events in and assess characteristics of medieval Europe (476-1400).

4.1 Trace events in Western Europe from the fall of Rome to the emergence of nation-states.
4.2 Analyze the extent to which religion integrated economic, political, and social life in medieval Europe.
4.3 Assess the influence of contacts such as the crusades on different regions of Europe as well as on other societies.
4.4 Assess the influence of emerging urban centers and universities on medieval society.

GOAL 5:
The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).

5.1 Trace social, political, and cultural changes associated with the Renaissance, Reformation, and rise of nation-states in Europe (1400-1650).
5.2 Chart European expansion into other world areas and cite effects of this expansion on Africans, Native Americans, Asians, and Europeans (1400-1800).
5.3 Cite major costs and benefits of the scientific and commercial revolutions for different segments of European society (1600-1800).
5.4 Trace the progress of the Industrial Revolution and assess its effects on Europe and the World (1750-1914).
5.5 Analyze the causes and assess the influence of political revolutions in England, North America, and France on individuals, governing bodies, and church-state relations (1640-1815).
5.6 Analyze the impact of European expansion on societies in the Western Hemisphere.

World History
Goals and Objectives

GOAL 6:
The learner will examine causes and consequences of Europe's world domination (1750-1945).

6.1 Analyze the forces that both caused and allowed European nations to acquire colonial possessions and trading privileges in Africa, Asia, and the Americas.

6.2 Assess the influence of the church, aristocracies, and colonial export economies on Latin American society.

6.3 Compare the effects of voluntary and forced Westernization on societies in Russia, North Africa, and Southwest Asia.

6.4 Describe the changes that resulted when European commercial networks were replaced with political domination by the late nineteenth century.

6.5 Evaluate the effects of colonialism on African, Asian, and European societies.

GOAL 7:
The learner will analyze causes and effects of world events in the early twentieth century (1914-1945).

7.1 Analyze the causes and assess the consequences of World War I.

7.2 Judge the causes and effects of the Russian Revolution for Russia and the world.

7.3 Evaluate the causes and consequences of the Great Depression on industrial societies.

7.4 Evaluate World War II as the end of one era and the beginning of another.

GOAL 8:
The learner will analyze problems and assess prospects of an interdependent world (1945-present).

8.1 Trace the development of relationships between former Soviet Republics and the United States and cite consequences of these relationships for the world.

8.2 Analyze economic and political recovery in Japan and Europe.

8.3 Evaluate the effectiveness of independence movements in Asia and Africa as challenges to the European world domination established in the nineteenth century.

8.4 Judge the effects of European domination on societies in Africa, Asia, and Southwest Asia as they reestablished their own economies and institutions of self-government.

8.5 Assess the degree to which the international community is capable of resolving recurring global dilemmas.

GOAL 9:
The learner will draw relationships between continuity and change in explaining human history.

9.1 Analyze and trace developments in literary, artistic, and religious traditions over time as legacies of past societies.

9.2 Cite those phenomena which represent revolutionary breaks with the past and assess their impact on human history.

9.3 Assess the degree to which discoveries, innovations, and technologies have accelerated change.

9.4 Distinguish what is meant by "civilized behavior" or "civilization" in different times and places and link such meanings to the societies of which they were or are a part.

World Geography
Goals and Objectives

GOAL 1:
The learner will analyze relationships between people and the locations of places.

1.1 Describe the locations of places using relative terms.
1.2 Describe the locations of places using formal reference systems.
1.3 Analyze ways that locations influence relationships between people and places.

GOAL 2:
The learner will examine physical characteristics of places.

2.1 Define and illustrate terms used to describe physical characteristics of places.
2.2 Compare the physical characteristics of places in different regions of the world.

GOAL 3:
The learner will analyze human characteristics of places.

3.1 Describe human characteristics of places.
3.2 Explain how different culture groups view the use and modification of the physical environment.
3.3 Analyze factors that affect population distribution.

GOAL 4:
The learner will examine relationships between the cultural and physical geography of a region and explain how they affect and are affected by historic events.

4.1 Explain how the physical and human characteristics of place combine to create cultural identity.
4.2 Examine the role of culture and geography in various historical events.
4.3 Analyze the impact of historical events on geography and culture.
4.4 Evaluate positive and negative aspects of change over time.

GOAL 5:
The learner will investigate ways people interact with the environment.

5.1 Describe effects of climate, landforms, vegetation, soils, and natural resources on human activity.
5.2 Describe ways people interact with the environment to satisfy their wants and needs.
5.3 Elaborate on ways people modify and adapt to the environment that reveal their cultural values.
5.4 Explain how the use of technology changes the environment.
5.5 Analyze ways environmental changes may influence regional or global systems.

GOAL 6:
The learner will demonstrate that localities, states, and nations are interdependent.

6.1 Identify linkages involving transportation and communication.
6.2 Examine reasons for the interdependence of localities, states, and nations.
6.3 Analyze the impact of a locality's use of resources and technology on other places.
6.4. Analyze conflicts involving scarcity, barriers to trade, and discrepancies in technology.
6.5 Evaluate alliances (regional and international) created to promote interdependent relationships.

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World Geography
Goals and Objectives

GOAL 7:
The learner will evaluate the significance of the movement of people, goods, and ideas among various world regions.

7.1 Identify conditions that cause movements of people, goods, and ideas.
7.2 Describe how communication and transportation influence the flow of ideas and resources from place to place.
7.3 Illustrate how cultures grow and change through the movement of people, goods, and ideas.
7.4 Examine impacts of cultural barriers (religion, language, and politics) on the movement of people, goods, and ideas.
7.5 Analyze ways that movement influences the interdependence of regions and people around the world.

GOAL 8:
The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.

8.1 Generate criteria used to define a region.
8.2 Identify major regions of the world and list the criteria used to differentiate each region.
8.3 Examine factors that may produce change or promote stability in a region.
8.4 Analyze factors that produce conflict and/or cooperation in a region or among regions.
8.5 Develop an appreciation of the racial, ethnic, cultural, and religious diversity of a region.
8.6 Examine similarities and differences within and among culture regions.

GOAL 9:
The learner will employ geographic understandings of world regions in analyzing problems and opportunities of developed and developing regions.

9.1 Identify criteria for evaluating the social and economic development of regions.
9.2 Distinguish between developed and developing regions.
9.3 Analyze development in a variety of world regions and compare costs and benefits.

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World Cultures
Goals and Objectives

GOAL 1:
The learner will generalize that all people live within a variety of cultural arrangements.

1.1 Generate a working definition of culture.
1.2 Analyze elements of a culture.
1.3 Elaborate on distinctions among sub-cultures, dominant cultures, regional cultures, and world-wide cultures.

GOAL 2:
The learner will recognize the family as the most enduring social unit in any culture.

2.1 Analyze and assess the cultural usefulness of various forms of family organization.
2.2 Elaborate on various socially important functions that families perform, including the maintenance of cultural norms and mores.
2.3 Summarize the importance of kinship bonds to a culture.

GOAL 3:
The learner will analyze the interaction of a culture with its physical environment.

3.1 Describe the absolute location of the culture and its location relative to other pertinent cultures.
3.2 Examine the possibilities and constraints of the physical environment as seen by different cultural groups.
3.3 Explain how the physical and human characteristics of place combine to influence cultural identity.
3.4 Assess the extent to which people reveal their cultural values as they modify and adapt to the environment.

GOAL 4:
The learner will elaborate on the importance of material expressions of a culture.

4.1 Identify and describe material expressions of the culture.
4.2 Analyze material aspects of the culture in terms of their usefulness to the culture.
4.3 Engage in cross-cultural comparisons of such phenomena as architecture, visual arts, dress, sports, and games.

GOAL 5:
The learner will assess the importance of non-material expressions of a culture.

5.1 Describe how such cultural expressions as religion, education, and language both maintain and communicate culture.
5.2 Analyze non-material expressions of the culture in terms of their usefulness to the culture.
5.3 Engage in cross-cultural comparisons of such phenomena as religion, education, and language.

GOAL 6:
The learner will generalize that all cultures address the central problem of scarcity as they consume, produce, and trade.

6.1 Identify distinguishing characteristics of the economic systems of various cultures.
6.2 Compare the economic systems of various cultures using criteria such as productivity, stability, and economic justice.
6.3 Judge the effectiveness of various economic systems in addressing the problem of scarcity.

World Cultures
Goals and Objectives

GOAL 7:
The learner will conclude that all cultures legitimize power to provide for security and internal order.

7.1 Identify distinguishing aspects of the political systems of various cultures.

7.2 Compare the political systems of various cultures using such criteria as individual rights, stability, the role of factions, and transfer of power.

7.3 Judge the effectiveness of various political systems in addressing problems of security and internal order and in resolving conflicts between and among cultures.

GOAL 8:
The learner will analyze ways cultures change.

8.1 Identify innovation, diffusion, and reinterpretation as means of cultural change and apply these concepts appropriately to specific situations.

8.2 Analyze the impact of historical events on cultural institutions.

8.3 Assess the importance of rate of change and migration (movement of people) as factors in cultural responses to change.

GOAL 9:
The learner will conclude that all cultures exist within the "Global Culture" created by technology and are affected by the emerging challenges of that culture.

9.1 Describe significant characteristics of the "global culture" created by technological changes and assess the degree to which given cultures or sub-cultures participate in it.

9.2 Judge the importance of cultural values as they affect relationships between and among cultures.

9.3 Analyze current issues such as ecological/environmental concerns, political instability, and nationalism as emerging challenges for the "global culture."

United States History
Goals and Objectives

GOAL 1:
The learner will analyze those elements in the American colonial experience that led to separation from England.

1.1 Describe how geographic diversity influenced economic, social, and political life in colonial North America.
1.2 Describe the contributions of various racial, ethnic, and religious groups including African Americans and Native Americans to the development of a new culture.
1.3 Elaborate on the sources of American nationalism.
1.4 Distinguish between immediate and long-term causes of the American Revolution.
1.5 Assess the importance of military engagements, personalities, and geo-political factors in the defeat of the British.

GOAL 2:
The learner will apply ideas of self-government as expressed in America's founding documents.

2.1 Trace the development of concepts of self-government in British North America from the Mayflower Compact to the Declaration of Independence.
2.2 Associate ideas in the founding documents with their European origins.
2.3 Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government.
2.4 Evaluate the arguments of The Federalist and The Anti-Federalist papers as expressions of differing theories about self-government.
2.5 Judge the extent to which the Bill of Rights extended the Constitution.

GOAL 3:
The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).

3.1 Identify major domestic problems of the nation under the Articles of Confederation and judge the extent to which they were resolved by the new Constitution.
3.2 Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants.
3.3 Trace the development of religious liberty and toleration in the new nation.
3.4 Analyze the effects of territorial expansion and the admission of new states to the Union.
3.5 Assess commercial and diplomatic relationships with Britain, France, and other nations.
3.6 Evaluate the extent to which the United States was "a nation at risk" until 1815.

GOAL 4:
The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.

4.1 Map westward expansion and make inferences about its importance to African Americans and Native Americans.
4.2 Analyze economic developments and judge their effects on nationalism and sectionalism.
4.3 Assess political events and personalities in terms of their influence on nationalistic or sectional trends.
4.4 Analyze literary and artistic movements of the period as contributors to nationalism and sectionalism.
4.5 Evaluate the role of religion in the debate over slavery and in other social movements and changes of the period.

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United States History
Goals and Objectives

GOAL 5:
The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.

5.1 Elaborate on economic, social, and political conditions in the decade preceding the Civil War.
5.2 Analyze long-term and immediate causes of the war and assess the extent to which slavery was a cause of the conflict.
5.3 Trace important military and political events of the war period, and judge their significance to the outcome of the conflict.
5.4 Judge immediate and long-term effects of Reconstruction on the daily lives of people as well as on the politics and economy of the former Confederate states.

GOAL 6:
The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.

6.1 Describe innovations in technology and business practices and assess their impact on the economy.
6.2 Make inferences about the influence of immigration and rapid industrialization on urban life.
6.3 Trace the development of labor unions and judge their effects on economic arrangements and the lives of working people.
6.4 Evaluate the effects of racial segregation on various regions and segments of American society.
6.5 Trace the rise and decline of Populism and Progressivism and judge their effectiveness as economic, social, and political movements.
6.6 Analyze the influence of growing religious pluralism on American society.

GOAL 7:
The learner will analyze the causes and effects of United States involvement in international affairs.

7.1 Trace the emergence of the United States as an increasingly significant international power in the late nineteenth and early twentieth centuries.
7.2 Analyze the causes of United States involvement in World War I, and assess the effects of the war on the United States and other nations.
7.3 Assess the significance of the war experience on United States foreign and domestic policies of the 1920s and 1930s.

GOAL 8:
The learner will appraise the economic, social, and political changes of the decades of the "Twenties" and "Thirties."

8.1 Elaborate on the cycle of economic boom and bust in the "twenties" and "thirties" and analyze the extent of prosperity for different segments of society.
8.2 Make inferences about social, intellectual, and technological change based on an analysis of lifestyles of the period.
8.3 Describe challenges to tradition in religion, race, and gender during the period.
8.4 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

GOAL 9:
The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.

9.1 Investigate reasons for the expansion of totalitarian governments during the period.
9.2 Trace the course of events that resulted in a new outbreak of worldwide war and analyze the role of the United States in them.
9.3 Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war.
9.4 Describe and analyze the effects of the war on American economic, social, and political life.

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United States History
Goals and Objectives

GOAL 10:
The learner will trace economic and social developments and assess their significance for the lives of Americans since 1950.

10.1 Identify technical innovations that have significantly affected American life and judge the importance of their influence on our behavior.

10.2 Elaborate on the suburbanization of American society and make inferences about its importance to our economic and social institutions.

10.3 Trace major events of the civil rights movement and evaluate the impact of the movement on institutions and the lives of citizens.

10.4 Assess the importance of growing religious pluralism and racial and ethnic diversity in American society.

10.5 Analyze the course of the United States economy since 1950.

GOAL 11:
The learner will analyze changes in American political life since 1950.

11.1 Trace changes in political party alignment and voter behavior.

11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand.

11.3 Analyze relationships and actions of the three branches of the federal government in terms of their influence on the lives of citizens.

11.4 Assess the influence of phenomena such as television on the conduct of American politics.

GOAL 12:
The learner will evaluate the conduct of United States foreign policy since 1950.

12.1 Trace the course of the "cold war" and judge its impact on American society.

12.2 Elaborate on changes in the direction of foreign policy toward various world areas over the period.

12.3 Examine the role of organizations established to maintain peace and judge their continuing effectiveness.

12.4 Identify causes of United States involvement in foreign wars since World War II and judge the influence of our involvement on American society.

Psychology
Goals and Objectives

GOAL 1:
The learner will distinguish psychology from other social sciences and elaborate on linkages between psychology and other social sciences.

1.1 Describe the development of various schools or theories of psychology.
1.2 Distinguish similarities and differences between psychology and other social sciences.

GOAL 2:
The learner will analyze the influences of heredity and environment on human behavior.

2.1 Summarize inherited characteristics.
2.2 Describe environmental influences on human development.
2.3 Analyze the effects of a selected hereditary or environmental influence on a given human behavior.

GOAL 3:
The learner will examine aspects of human behavior.

3.1 Analyze similarities and differences in human behavior at different stages in the life cycle.
3.2 Assess the effects of personality and intelligence on human behavior.
3.3 Judge the importance of emotion and motivation on human behavior.

GOAL 4:
The learner will analyze factors influencing learning and thinking processes.

4.1 Describe various learning processes and factors influencing each.
4.2 Elaborate on factors contributing to efficient and effective learning.
4.3 Analyze various ways of thinking (e.g., critical, creative).

GOAL 5:
The learner will assess the effects of social groups on individual behaviors.

5.1 Describe kinds and effectiveness of small groups.
5.2 Analyze the effects of phenomena such as male/female roles and peer-group influences on the behavior of individuals.
5.3 Judge the importance of social interaction for individual behaviors.

GOAL 6:
The learner will elaborate on ways of maintaining and restoring mental health.

6.1 Distinguish among a variety of strategies for coping with conflicts, frustration, and stress.
6.2 Describe personality disorders, therapies for dealing with them, and the effectiveness of various therapies.

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Sociology

Goals and Objectives

GOAL 1:

The learner will describe the various schools of sociological thought and trace their progress.

1.1 Identify historic backgrounds of modern-day sociology.
1.2 Distinguish among various schools of sociological thought.
1.3 Describe similarities and differences between sociology and other social sciences.

GOAL 2:

The learner will elaborate on the nature of culture and analyze conformity with and deviance from cultural mores.

2.1 Generate a definition of culture.
2.2 Distinguish between conformity with and deviation from cultural mores.
2.3 Analyze instances of cultural conformity and deviance.

GOAL 3:

The learner will analyze social structure.

3.1 Describe social roles, their development, and their relationship to social groups.
3.2 Distinguish between formal and informal groups and assess their importance.
3.3 Compare social stratification in traditional and industrial societies and judge its importance.

GOAL 4:

The learner will analyze the functions and assess the effectiveness of important social institutions.

4.1 Elaborate on important social institutions.
4.2 Analyze the functions of given social institutions.
4.3 Assess the value of social institutions for given elements of society and for society as a whole.

GOAL 5:

The learner will analyze the socialization process.

5.1 Describe the importance of socialization to society.
5.2 Elaborate on the functions and roles of socializing agents.
5.3 Trace the socialization process, noting formal and informal processes.

GOAL 6:

The learner will assess continuity and change in social groups.

6.1 Identify conditions causing continuity or change for social groups.
6.2 Elaborate on ways groups resist and accommodate change.
6.3 Evaluate the effects of change on given groups.

GOAL 7:

The learner will elaborate on and analyze major social problems.

7.1 Describe major social problems.
7.2 Analyze causes and effects of given social problems.

Law and Justice
Goals and Objectives

GOAL 1:
The learner will analyze changes in the law and recognize the dynamic nature of law.

1.1 Trace changes in law.
1.2 Analyze changes in the law.
1.3 Elaborate on the dynamic nature of the legal system of the United States.

GOAL 2:
The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.

2.1 Distinguish similarities and differences in the civil and criminal justice systems.
2.2 Compare the operations and processes of the civil and criminal justice systems.
2.3 Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of those systems in resolving them.

GOAL 3:
The learner will distinguish state from federal judicial systems and analyze relationships between them.

3.1 Describe similarities and differences between state and federal court systems.
3.2 Elaborate on structural and informal relations between state and federal systems.
3.3 Explain how and under what circumstances cases move between state and federal jurisdictions.

GOAL 4:
The learner will analyze roles and responsibilities and assess the effectiveness of local, state, and federal law-enforcement agencies.

4.1 Distinguish similarities and differences among local, state, and federal law-enforcement agencies.
4.2 Describe the responsibility and jurisdiction of any given law-enforcement agency.
4.3 Assess working relationships among law-enforcement agencies at various levels.

GOAL 5:
The learner will assess the effectiveness of the corrections system in deterring criminal behavior.

5.1 Distinguish between civil and criminal penalties and explain the rationale for each.
5.2 Elaborate on options open to judges and juries in the sentencing process.
5.3 Analyze various alternatives to incarceration.
5.4 Judge the effectiveness of the corrections system in rehabilitating incarcerated persons and deterring crime.

GOAL 6:
The learner will analyze conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.

6.1 Analyze constitutional changes and Supreme Court decisions affecting individuals and population groups.
6.2 Summarize competing interests, conflicting laws, and conflicting interpretations.
6.3 Assess the importance of given constitutional conflicts for individuals, groups, and society as a whole.

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Economics

Goals and Objectives

GOAL 1:

The learner will analyze the importance of scarcity as the central economic problem from which all others flow.

1.1 Generate a definition of scarcity.
1.2 Analyze examples of scarcity.
1.3 Elaborate on the importance of scarcity.

GOAL 2:

The learner will compare economic systems, their institutions, and their modes of decision making.

2.1 Describe various economic systems and their institutions.
2.2 Distinguish among the modes of decision making in various economic systems.
2.3 Compare institutions and modes of decision making in various economic systems as expressions of the values of those systems.

GOAL 3:

The learner will analyze the fundamental characteristics of the economic system of the United States.

3.1 Elaborate on the characteristics of the economic system of the United States.
3.2 Determine how various aspects of the economic system relate to each other.
3.3 Relate fundamental institutions of the United States economy to the economies of other nations.

GOAL 4:

The learner will assess the impact of governmental intervention and regulation in various economic systems.

4.1 Describe formal and informal governmental intervention and regulation in economic systems.
4.2 Elaborate on reasons for governmental intervention and regulation of various economies.
4.3 Compare and evaluate the effects of varying amounts of governmental regulation and intervention in economic systems.

GOAL 5:

The learner will suggest how a variety of issues arising from the operation of a market economy may be addressed.

5.1 Explain issues arising from the operation of a market economy.
5.2 Analyze issues and problems of market economies.
5.3 Propose solutions to issues and problems of market economies.

GOAL 6:

The learner will assess the extent to which the economy of the United States influences and is influenced by the economies of other nations.

6.1 Describe relationships between the economy of the United States and those of other nations.
6.2 Analyze relationships between economic systems of other nations and that of the United States.
6.3 Judge the importance of international economic interdependence for the United States economy and for American citizens.

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Government
Goals and Objectives

GOAL 1:
The learner will trace the origins of constitutional principles and the foundations of the American governmental system and assess their development through American history.

1.1 Elaborate on basic principles of the Constitution of the United States and their development over time.

1.2 Analyze those elements that make up the foundations of the American governmental system.

1.3 Assess constitutional changes and their implications for the American governmental system.

GOAL 2:
The learner will analyze structure, history, and functioning of the legislative, executive, and judicial branches of state and federal governments.

2.1 Describe the structure of the legislative, executive, and judicial branches of state and federal governments.

2.2 Trace the history of the legislative, executive, and judicial branches of state and federal governments.

2.3 Analyze the functioning of the legislative, executive, and judicial branches of state and federal governments.

GOAL 3:
The learner will trace the enactment, implementation, and enforcement of state and federal laws.

3.1 Elaborate on how state and federal laws are enacted.

3.2 Summarize how state and federal laws are implemented.

3.3 Assess the enforcement of state and federal laws.

GOAL 4:
The learner will analyze decision-making processes in executive, legislative, and judicial branches of governments.

4.1 Describe executive, legislative, and judicial decision-making processes in state and federal governments.

4.2 Compare decision-making processes in executive, judicial, and legislative branches of governments.

4.3 Analyze similarities and differences in decision-making processes in the United States and in governments of other nations.

GOAL 5:
The learner will assess the importance of political parties and interest groups in the formation of public opinion influencing governmental processes.

5.1 Summarize the history, structure, and functions of political parties in the United States.

5.2 Elaborate on the variety, tactics, and influence of interest groups in the formation of public opinion.

5.3 Judge the influence of political parties and/or interest groups in the workings of government.

GOAL 6:
The learner will analyze relationships between state and federal governments and between the government of the United States and those of other nations.

6.1 Elaborate on formal and informal relationships between state and federal governments.

6.2 Trace changes in relationships between state and federal governments over time.

6.3 Analyze formal and informal means of interacting with the governments of other nations.

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School/LEA _____
(optional)

Please answer the following questions about the revisions to the *Social Studies Standard Course of Study Framework* and return this sheet to:

Teresa Parker
Department of Public Instruction
English Language Arts/Social Studies Section
301 North Wilmington Street
Raleigh, NC 27601-2825

1. How would you rate your satisfaction with the changes to the *Social Studies Standard Course of Study Framework* (1 being low and 5 being high)? Please circle the appropriate number.

   1 2 3 4 5

2. What support documents or future publications would you find useful in implementing the new *Social Studies Standard Course of Study Framework*? Please be as clear and specific as possible.